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ABSTRACT

This bibliography contains one hundred and fourteen listings of media references which have been annotated and outlined for the purpose of allowing easy access to existing references located in journals, texts, and other publications. Most of the listings have been expanded to include a breakdown of materials into categories such as filmstrips, government documents, services, guides, and others. There is a Subject Index and a Title Index included which provide additional assistance in locating material in the bibliography. (Author)

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SO THIS IS HOW YOU RUN A MEDIA CENTER: ORGANIZING, ADMINISTERING, AND DEVELOPING A SCHOOL INSTRUCTIONAL MEDIA CENTER - AN ANNOTATED BIBLIOGRAPHY

by

Shelby Elaine Strand

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An Independent Study
Submitted to the Faculty
of the
University of North Dakota
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and the Degree of
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Date December 11, 1970

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ABSTRACT

The purpose of this study was to look into the administrative needs of the media specialist working in a school situation, and to provide for him resources and suggestions on administrative procedures. These would include general examples and descriptions of media center operations, sources and selection of media and equipment, standards for media centers, and specific methods used in technical processing and other administrative activities.

Books, periodicals, pamphlets, government documents, and materials available through ERIC with recent publication dates were searched. A number of sources were eliminated in an effort to prepare a practical and useful bibliography. A good portion of the informational content of individual resources was often included in order to create a working guide for administering media specialists.

INTRODUCTION

The whole idea of educational media is based on the premise that technology can provide an advantage for educators that will permit them to reach more students more effectively. Without some organization of media and equipment, these materials would be of little benefit to the teacher. Although libraries have been long providing predominantly print media, media centers recently have been trying to provide a much wider variety of materials, equipment, and services. According to the School Library Bill of Rights for School Media Programs, the following are the responsibilities of the school media center:

> 1. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
> 2. To provide materials that will support the curriculum taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.
> 3. To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.
> 4. To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
> 5. To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.[1]

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[1] "School Library Bill of Rights for School Media Programs," School Libraries, XIX, No. 2 (Winter 1970), 61.

The 1969 Standards provide a comprehensive outline of duties to be performed, materials to be furnished, and services to be rendered. Most local standards have been based on the 1969 Standards which charge the media center staff with:

> Serving as instructional resource consultants and materials specialists to teachers and students.
>
> Selecting materials for the media center and its program.
>
> Making all materials easily accessible to students and teachers.
>
> Assisting teachers, students, and technicians to produce materials which supplement those available through other channels.
>
> Working with teachers in curriculum planning.
>
> Working with teachers to design instructional experiences.
>
> Teaching the effective use of media to members of the faculty.
>
> Assuming responsibility for providing instruction in the use of the media center and its resources that is correlated with the curriculum and that is educationally sound. Although most of this instruction will be done with individual students in the media center, some can be presented by teachers and media specialists in the center or in the classroom, with the size of the group to be instructed determined by teaching and learning needs.
>
> Assisting children and young people to develop competency in listening, viewing, and reading skills.
>
> Helping students to develop good study habits, to acquire independence in learning, and to gain skill in the techniques of inquiry and critical evaluation.
>
> Guiding students to develop desirable reading, viewing, and listening patterns, attitudes, and appreciation.
>
> Providing teachers with pertinent information regarding students' progress, problems, and achievements, as observed in the media center.
>
> Acting as resource persons in the classrooms when requested by the teachers.
>
> Serving on teaching teams. The activities of the media specialist include acting as a resource consultant for teachers, designing media, and working directly with the students in their selection and evaluation of materials and in their research and other learning activities. Where the size of the media staff permits, the media specialist would be a full-time member of the teaching team.
>
> Making available to the faculty, through the resources of the professional collection, information about recent developments in curricular subject areas in the general field of education.
>
> Supplying information to teachers on available inservice workshops and courses, professional meetings, and educational

resources of the community.[2]

The head of the media center and the school's media program is responsible for ensuring that all of the above are carried out. He also:

> Reports to and plans with the principal (or equivalent chief school officer).
>
> Maintains appropriate lines of communication with the system media director.
>
> Has responsibility, subject to administrative approval, for planning and implementing the media center's program of services to students and teachers, for the selection, organization, and administration of all materials and equipment in the school.
>
> Plans the activities of the media center staff.
>
> Plans the expenditure of funds allotted to the school media program and keeps records of these disbursements.
>
> Works cooperatively to further the program of the media services:
>
> -by individual conferences with administration and faculty
> -as a member of curriculum committees
> -as a member of textbook committees
> -as chairman of the media center faculty committee
> -as chairman of the media center student committee
> -as chairman of the school committee for planning the program of teaching students how to use the media center and its resources effectively and how to develop appropriate study methods.
>
> Assists administrative authorities in the selection of personnel for the media center program.
>
> Provides for inservice education to teachers and media center staff in the use of media and in the selection and utilization of materials.
>
> Creates, through knowledge of and skill in personnel administration, a professional atmosphere in which media staff members work harmoniously and at optimum level, and in which students and teachers can take full advantage of the resources and services of the media center.
>
> Has the status and position equivalent at least to that of chairman or head of a subject department in the school building, and serves on the faculty council.[3]

---

[2] Standards for School Media Programs. Chicago: A. L. A.; Washington, D. C.: N. E. A., 1969, 8-9.

[3] Ibid, 11-12.

Whether a person is a media specialist working with others in a media center or is head of a media center, that person is busy! Only a small part of his work, as outlined above, is administrative, yet good organization and administration are keys to success of the center. Having 500 filmstrips does the center or the user no good, if no one can find them. The 1969 Standards have provided idealistic guidelines, but few realistic, usable aids or guidelines for working to meet the Standards' guidelines. The purpose of this paper was to delve more deeply into the administrative aspects of the school media specialist's job, and find resources that would aid him in administering a school instructional media center.

ANOTHER ANNOTATED BIBLIOGRAPHY?

This annotated bibliography has been designed for one of three types of people. The first is the veteran school media specialist who has experience in working in instructional materials centers, but who needs new ideas, new and up-to-date resources, and guidelines for evaluating his present services and facilities. The second is the new school media specialist who has no experience and is faced with turning a large room into a media center. The last one is the student who hopes to become a school media specialist. The bibliography or its original sources provides a variety of ideas, and includes a number of useful resources for future reference.

The audiovisual field is a large one, and the bibliography does not attempt to cover it. Instead, it is directed to development and general administration and organization of an instructional media center. More specifically, it concerns acquisition, selection, and location of media and equipment; technical processing of materials including cataloging, labeling, and shelving; distribution and circulation procedures; and development of an efficient floor plan within existing facilities. This excludes materials that are primarily concerned with theory, architectural planning, teacher/librarian lesson planning, education of media specialists, materials production, preparation, and use, and many other areas of study within the audiovisual materials field.

Another annotated bibliography? Well, not quite. Yes, it

is a bibliography and it is briefly annotated, but there are several points to note. It is a select bibliography which means everything included in it is considered "useful", "valuable", or "excellent" for the purposes of this bibliography. A great deal of the information found has been included in each entry, or at least enough of a description to help the reader determine if the item will serve his needs. An effort has been made to provide practical, rather than theoretical, resources and information. The resources included will help media directors answer questions such as: Should I have separated or integrated shelving? What kind of call number should be used? What equipment do I need and which machine is better? Should I allow this to circulate? How could I circulate it? Where can I find a filmstrip on accident prevention? How will I spend my funds for equipment? or What are other schools doing about this problem? The purpose of this bibliography, in summary, is to aid media directors solve practical problems in the administration of media centers.

Too often, there is a complaint of no aids for selection of media or equipment, or that there are no guidelines but the 1969 Standards. Searching the literature, however, one finds so many suggestions, practices, and guidelines, that the problem becomes one of weeding out less desirable ones for the local situation. Several books have been published which are excellent. Journals have carried articles about audiovisual media and instructional media centers for at least twenty years. Much work has been done that has not been published, but can be found through ERIC (Educational Resources Information Center).

It is not always easy to find the specific information sought.

Titles are misleading and materials are not always locally available. Time has been a limiting factor, both for preparation of the bibliography and the inclusion of materials. Except for a few entries, the materials included were published between 1967 and 1970. Only materials locally available are included.

This bibliography is by no means complete or exhaustive. It is an effort to gather together information and ideas from different sources into one place. There is no real attempt to say one method is better than another. Inclusion or exclusion is not only the result of a value judgment on the quality of the material or method, but also its appropriateness to the purpose of this bibliography. The reader, himself, can judge the value of a resource according to his needs. The reader will often find that the information given is adequate; if more is needed, either the original resource or its author can provide additional information. This should not be difficult with the bibliographical format.

Some of the material is suitable to large centers, some to small. Several general resources are included to provide a general overall picture of the functioning IMC (Instructional Media Center). An annotation and/or information is given for every entry. Specific information is usually not given from full-length books, because inclusion of such large amounts of information would not be practical, and because books are more likely to be available to the user. With the book in hand and this bibliography, the user should have a variety of ideas, guidelines, resources, and a knowledge of practices employed elsewhere.

Originally the entries were to have been given under subject

categories. Since, however, some entries cover several areas of interest to the media specialist, the decision was made to use a detailed index. Specific media guides are listed separately or as part of the information in other entries, but in both cases the index locates them. Each entry is numbered and the index refers to these numbers. The entries are not arranged by type of publication. The content, rather than the format of the publication, is considered to be of greater importance. If the user is familiar with a resource included, it can be found alphabetically as entered, through the title index, or the subject index.

BIBLIOGRAPHY

"AECT's 1970 Guide to New Products," Audiovisual Instruction, XV, No. 7 (September 1970), 91-138.

(1) It consists of a listing of new materials and equipment put out by companies displaying products at the AECT convention. Descriptions written by the company are included. It does not attempt to be evaluative. It is arranged in subject categories, and is illustrated. Each entry includes name, description, price, and address.

Abbott, Joseph. "A Selected Bibliography of Government Publications Which Contain(s) a Listing of Educational Materials, both
(2) Book and Non-book, for Use by Teachers or Students in the Elementary School." Grand Forks, N. D., 1970 (typewritten)

As the title indicates, this is an annotated bibliography of government documents that are bibliographies or guides for locating and selecting documents and other materials useful in the elementary grades. Materials referred to include films, books and periodicals, pamphlets, slides, and other audiovisual media in various subject areas. It is valuable for helping the selector locate hard-to-find document materials.

_____. Correspondence from Joseph A. Abbott, Media Director of a school media center in Cedar Rapids, Iowa. October
(3) 16, 1970.

The school has 500 students in grades kindergarten through six. The media center is centrally located, carpeted, and newly furnished. It is completely open; there are no walls. Students may come in as they choose; there are no restrictions on what they do in the center. The media center has all types of media and will be adding dial access and television. 300 to 500 students use the center daily and 100 to 200 materials are circulated daily.

There is a full-time clerk, five junior high school students, five volunteer mothers and ten of the fifth and sixth graders helping in the media center. A wide variety of equipment is available in the center and throughout the school. Minor repair and maintenance is done in the center. Major repair work is done quickly in a local repair shop. The media center operates in conjunction with the district media center. The collection includes an estimated 4,000 books, fifty periodicals, two newspapers, abridged Readers' Guide, 300 filmstrips, 100 records, twenty-five games, fifty study prints,

ten kits, three encyclopedias, atlases, and other materials. A great deal of wear on equipment and materials results with student use.

Ahlers, Eleanor and Sypert, Mary. "The Case for Decentralization," Library Journal, XCIV, No. 20 (November 15, 1969), 4207-4210.

(4) The departmentalized resource center, the authors feel, is not good. Trump and others advocated separation of the main areas for independent study and making equipment and materials easily accessible. The separation makes it difficult to decide where some books should be located, if two subject areas are covered by them. Unless each center had a complete listing of the school's entire collection, the user would have to go to the main center to find out which subject center to go to for his materials. The whole idea of separation contradicts the idea of interrelation of knowledge. In several schools where it was tried unsuccessfully, paraprofessionals in charge of the subject centers were unaware of their actual duties, or disorganization resulted with lack of a central administration. In some schools it was more successfull, but this was usually due to the fact that there was a centralized administration through the main media center.

The advantages given for decentralization of media centers were these:

1. Access to materials is faster and easier from the teaching areas and study centers.
2. The librarian responsible for the auxiliary resource center serves fewer teachers and students, and gets to know them better.
3. The librarian may easily visit classrooms and become identified with the faculty of the subject or grade level that is its special responsibility.
4. It is sometimes easier to add auxiliary resource centers than to expand existing library facilities.
5. Auxiliary resource centers may become independent study centers or the major part of such centers.
6. More space dispersed throughout the school encourages independent study and the use of materials.
7. Professional librarians can be assigned according to their competency in specific subjects or areas of work.
8. Auxiliary resource centers provide the flexibility of access needed for team teaching, upgraded groups, and large schools' enrollments and physical facilities.

The disadvantages given for decentralization are as follows:

1. A larger budget for duplication of material is needed, since most materials in the auxiliary resource centers should also be provided in the central library, and possibly in more than one auxiliary center.
2. More professional and clerical library personnel are

needed to staff each center.

3. Problems in cataloging, since the user should be helped to find which materials are in that particular resource center, which are in the other auxiliary centers, and which are in the central library only. Each auxiliary resource center must have a catalog, and the central library's catalog must indicate locations of all materials.
4. Dispersing materials tends to fragment knowledge and limit the user of a subject center in his search for information.
5. Breadth of opportunity for browsing may be curtailed for the user who visits only one resource center.

Allison, Mary L. New Educational Materials; Pre-kindergarten through Grade Twelve. New York: Citation Press, 1967.

(5) The book consists, primarily, of an annotated bibliography of media (book and non-book) in various fields of study including language arts, science, social studies, English, art and music, health and safety, and sports and games. One section lists materials for the teacher. Another gives basic references and guides for general reference and for the fields of English, social studies and science. Sources of the media listed in the bibliography are included, giving the name of each company and its address. Each entry consists of title, author, date, price, length, grade level, color, and annotation. The annotation has been written by people asked to summarize and evaluate it, state how it worked for them, to give grade recommendations, make a negative evaluation if deserved, and evaluate the teaching guide material as to its real helpfullness to the teacher.

American Association of School Librarians. Knapp Libraries Project. Realization: the Final Report of the Knapp School Libraries Project. Chicago: American Library Association, 1968.

(6) This publication contains the reports of the schools involved in the Knapp Libraries Project. It provides concrete illustrations of libraries (media centers) as they have operated. This can serve as a comparison for evaluation of local services and as a source of ideas and suggestions for improving procedures. Information for each school varies, but generally includes statistics on collections; explains strong and weak points of the library; describes the operations of the library; and shows an evaluation of the program. Other information covered in the various reports: a form for evaluation of student learning of library skills, project budgets, forms for teacher evaluation of the library, student and teacher comments, statistics on circulation and attendance, and outline of the daily service program and administrative work, work done by each library staff member hourly, and an explanation of the libraries' physical facilities.

The Audio-visual Equipment Directory. 16th ed. Fairfax, Va.: National Audio-visual Association, 1970.

(7) The directory is a descriptive listing of all types of audiovisual equipment useful in equipment selection. It is arranged according to type of equipment - 16mm motion picture equipment, 8mm filmstrip projectors and previewers, sound filmstrip and slide projectors, random access projectors, opaque projectors, special purpose projection equipment, micro-projectors, record and transcription players, video tape and tape recorders, tape recording duplicators, repetitive tape equipment, learning laboratory systems, front and rear projection screens, reading and tachistoscopic devices, closed circuit television and radio equipment, teaching machines, and transparency-making equipment.

The appendices contain additional information relative to audiovisual equipment such as lamp tables, screen size charts and tables, an audience capacity chart, a conversion chart for lamp ordering information. The entry is usually accompanied by an illustration of the machine and gives the following information, as appropriate: model, price, speeds, what it plays or records or projects, speakers, inputs and outputs, weight, dimensions amplifier, accessories, general construction, listening, responding, mounting, warranty, similar models, and electrical current.

"Audiovisual Study Discloses Who Is Selling Schools What," Nations' Schools, LXXX, No. 4 (October 1967), 28-29.

(8) This article will help the media director find companies whose equipment has served well in other schools, and which company sells what equipment. A study was made to determine what companies were providing equipment to schools. Results showed that a few major suppliers provide most of the equipment, with several minor companies selling the rest. Profiles are given of the top fifteen companies selling to schools.

1. American Optical Company: portable, lightweight overhead projectors, opaque projectors, and slide projectors; distributes overhead projection materials, marking pencils, and acetate transparencies.
2. Ampex Corporation: videotape recorders, audiotape machines, and language laboratories.
3. Bell & Howell Company: moving picture projectors and slide/filmstrip projectors.
4. Charles Beseler Company: overhead projectors, slide projectors and opaque projectors.
5. Eastman Kodak Company: 8mm and 16mm cameras and projectors, slide projectors, and accompanying software.
6. Graflex, Inc.: 16mm projectors, filmstrip projectors, filmstrip/slide projectors, overhead projectors and television film projectors.
7. Minnesota Mining and Manufacturing Company (3M): overhead projectors, transparency materials, and

transparency-making equipment, tape recorders.

8. Rhomm-Califone Division: standard and portable tape recorders, language laboratories and photos, tape duplicators, sound systems and related audio equipment and multimedia systems.
9. Technicolor Corporation: 8mm color rear projection equipment, film cartridges.
10. Viewlex Corporation: 8mm sound projectors, slide projectors, and filmstrip projectors, sound systems.
11. Raytheon Company: classroom communicators, television and language laboratories.
12. General Learning Corporation: television receivers and simple machines called "Show'N Tell.
13. IBM-Science Research Associates, Inc.: instructional and guidance material; standardized intelligence, aptitude, achievement and other tests; curriculum material; transparencies in the language arts, filmstrips for vocational and technical training; student films and teacher-training films.
14. Xerox Corporation: programmed instruction particularly for industrial training; texts, maps, etc. for children with vision defects; microfilms.
15. Radio Corporation of America: 16mm projectors, language laboratories, video tape and television components, sound filmstrips, rear screen projectors, computerized programmed instruction.

Badten, Jean and Motomatza, Nancy. "Commercial Media Cataloging - What's Holding Us Up?" Library Journal, XCIII, No. 20 (November 15, 1968), 4352-4353.
(9)

The article tries to point out the problems of commerical media cataloging. These are problems the media director needs to be aware of before becoming involved with a commercial media cataloging plan. The problems:

1. The lack of standardized cataloging code generates three questions: (a) should color coding, symbols, or full name of media be used to designate types? Color coding and symbols are often more confusing than they are useful, (b) should Dewey, LC, accession numbers, or another scheme be used? Most companies are printing both Dewey and LC at the bottom of the card, (c) should the entry be under author or title? Manuals recommend entry under title; students use subject, so cards must have subject headings. The lack of standardization results in the companies compromising to satisfy their more vocal customers.
2. Packaging of audiovisual materials. The packaging varies and often, it is inconvenient, especially for multi-media kits.
3. Lack of standardized prices for processing and cataloging. Some companies supply processing materials

free with the media, some charge 35¢ for each title, others 35¢ for series with analytics. There is no standard procedure.

4. Limited availability of cataloging and processing services. There are no basic media lists so producers have no guide as to what should be cataloged. The result is that they do what is easiest and current, often missing basic and/or older media.
5. Difficulty in obtaining cataloged audiovisual materials. In the audiovisual area, there is no equivalent of book jobbers between producer and the librarian or commercial cataloger. Librarians must deal with all producers who will probably send media to a cataloger who will then send it to the library. Some commercial catalogers provide only cards, some kits, some kits and book catalogs.
6. Future computerization. This method is already being used by some.
7. Standard numbering system. The advantages of this system include: (a) Dewey, LC, or accession number could still be used, (b) the system would be compatible with information retrieval systems and would provide national uniformity, (c) media kits could be assigned one number and items in it could receive sub-numbers, (d) many producers of materials and commercial catalogers favor it.

Bailey, Catherine M. Educational Communications Handbook. Albany, N. Y.: State Education Department, Division of Educational
(10) Communications, 1968.

This publication was designed to help plan and begin instructional media centers. Its scope is broad and its guidelines are specific. It explains that having a district center increases the possibility that all schools will have better service. The use of a selection committee is suggested. It is a good idea to rent a film until it has shown its use, then buy it. The relationship of the teacher and the media center is discussed. Professional personnel in the media center: (1) work with educational personnel to design learning experiences and recommend local and commercial media, (2) make available media and equipment, (3) work directly with teachers, supervisors, and students, (4) continually re-evaluates and redesigns the center's system. Professional qualifications are listed. Duties of other staff members are given. It includes a set of standards and gives general selection recommendations covering storage and distribution, care and repair, and good and bad points of each type of media.

Criteria for selection of equipment: (1) determine the use of equipment in the curriculum; is it portable? who will operate it? (2) fully examine new equipment for operating ease, durability, parts availability, and repair, (3) don't get home-type equipment for school use, (4) equipment should have

"equal" value components; a few good parts will not make up for many poor parts, (5) buy from reliable firms, (6) don't buy at "special close-out sales", (7) the manufacturer should have a good record, supply parts, and be willing to help you, (8) select equipment before building classrooms, (9) consider inside parts, (10) don't buy the cheapest to save money.

The author suggests the use of book catalogs so that each school in the district and each teacher can have a copy of total holdings. The procedure for ordering from the district center is outlined. Teacher in-service education is explained and outlines of suggested programs are given. There is an evaluative checklist for judging quality of media center service.

Bertrand, John K. "Media Reference Service: Neglected Step-child of the New Era," Audiovisual Instruction, XII, No. 1 (January
(11) 1967), 17-22.

The author explains a method of organizing media catalogs to make them usable by staff and faculty. A distributor card file was developed with distributors' name, address, dates when catalogs were received, subject(s) filed under (all are shelved by subject category), and a note indicating if the material listed is acquired by free loan, rental or purchase. A postcard can be sent asking for additional information. Names and addresses can be found in journals, at convention displays, and by word of mouth. To be a useful collection, old catalogs must be weeded out. Loan library catalogs, especially those of nearby colleges are invaluable, but first compare costs with other colleges. Commercial rental libraries are also a possibility. Educators Progress Service and other charitable and business organizations offer free loan materials. Government documents are inexpensive and most states have free loan services on them.

Collection distributor catalogs that sell materials according to the amount that can be bought. Provide usable and comfortable work space for looking at the catalogs and files. Have a file by title, or materials that have been used before with address, cost, dates ordered. Weed out catalogs unused a second time after several years. Maintain a subject file for previously unused sources. If special subjects are covered, shelve the catalog under the predominant subject area, otherwise, consider it general. The subject chosen can be written on the card in the distributors file. Advertize the service. Much of the routine can be handled by clerks, once the system is set up by a professional. Keep records and evaluate the service.

Boardman, Thomas H. "Budget Preparation and Presentation," Audiovisual Instruction, XII, No. 3 (March 1967), 238-241.
(12) The best way to budget is to work for small portions of the eventual goal a year at a time and when it is drawn up,

make sure each item is justified. In drawing up the film budget, remember one can use or buy films. Buying films means the cost of purchase, the cost of more supplies and equipment, and the cost of professional time in selecting, cataloging, etc. The purpose of buying films is to provide the teacher with a film when it's needed. The three types of films might be bought: (1) seasonal,(2) basic, (3) departmental. Film ownership means one must (1) find out how quickly company can furnish replacement footage, (2) replace obsolete films, (3) be aware of curricular areas that are changing quickly, thus rapidly out-dating films, (4) be able to use a film ten times a year (it will take two and one-half years to pay for in comparative rental fees). Filmstrips are always purchased. Usually one is needed, sometimes two copies can be used, but more are not usually justified.

Basic equipment for the building center: tape recorder, motion picture projector, filmstrip and slide projectors, record player, overhead projector. These should be bought with capital outlay funds, not audiovisual funds. A district center needs at least one extra piece of every kind of equipment used in the system. The center needs minor repair supplies. Use one, not more than two, brands in a system. Using the "lowest bid" requirement will mean many brands and probably poor equipment. Write bid requirements so as to get good equipment. Maintenance becomes expensive and difficult if both parts and supplies for a variety of brands must be stocked. If the school system does its own repairing, repairmen can become skilled with a few brands; they will be less skilled with many brands. Teachers moving within the system will be familiar with the equipment. Exchange of equipment between schools will not create problems. There will be a higher trade-in for the same brand of equipment.

When purchasing equipment, there will be competition between local and big city audiovisual dealers. Find out about repair facilities or anything that will raise the cost after purchase. Spend tax dollars wisely. In purchasing, remember: (1) service is more important than price if the brand is reputable, (2) dealers give repair preference to equipment they have sold, (3) the dealer has equipment to loan while repairing the school's machine, (4) it is not wise spending of tax dollars waiting weeks for repairs, (5) dealers usually have a selection of brands with equipment for different purposes, (6) don't pad the budget, but justify everything and then don't let the board of education cut the budget.

Take the justified budget to the superintendent and: (1) explain the justified budget, (2) show how it is justified, (3) prove your figures are reliable, (4) he must know there is no padding, (5) he must see why the budget may vary from year to year, (6) he must see why per-pupil allocation levels don't always serve to meet educational goals, (7) "priority" doesn't apply, (8) encourage him to use the audiovisual department's services in preparing his total budget presentation. With the budget approved by the superintendent: (1) write a brief

explanation of the budget and send a copy to each board member, (2) if board members are friends, talk with them, (3) present own budget, (4) really sell it, (5) have copies for the board to take home and study.

Brown, James Wilson and Vorberg, Kenneth. Administering Educational Media. New York: McGraw-Hill, 1965.

(13) This text is designed to aid one in administering educational materials. It includes both basic and specific information presented in a usable, practical manner. Its bibliographies are valuable. A partial listing of the contents gives an idea of the areas covered: physical facilities for education media, administering materials, administering equipment, administering production services, budgeting, administering media services in a single school, media services in counties and districts. It gives a suggested format for cataloging, coding, and arranging media. General criteria for selection of equipment and media are given and more specific guidelines for equipment are listed. Each chapter has an extensive bibliography.

Brown, James Wilson, Lewis, Richard B., and Harcleroad, Fred F. AV Instruction: Media and Methods. 3d ed. New York: McGraw-Hill, 1969.

(14) Although it is oriented to teachers, this book is a valuable guide to the media specialist. It includes acquisition and selection in general, as well as the acquisition of particular types of materials such as government documents, free publications, publications of professional associations, textbooks, and reference books. Individual media are covered, indicating for each its characteristics, source, selection, acquisition, and use. In tabular form there is a listing of recommended materials standards. The reference section on use and maintenance of audiovisual equipment is well illustrated, and points to know about are enumerated. One section covers reproduction methods. There is a directory of sources. The book is good for answering questions in actual situations.

Bruha, John. "Evaluation: Another Look," Audiovisual Instruction, XII, No. 4 (April 1967), 364.

(15) Two forms have been developed, one at University of California at Los Angeles and one at Pennsylvania State University, for evaluating audiovisual media. Two basic criteria areas are content and technical production. The first form for educational materials is arranged in sections. The top section is for cataloging data such as title, series, length, medium and producer. The bottom section, on a scale of 1 (bad) to 5 (good), rates the following as being of primary importance: (1) clarity of objectives, (2) adequate repetition of important points, (3) appropriate for course, (4) enough emphasis on important points, (5) will it hold student's in-

terest, (6) clarity of detail presentation. Points to rate that are of secondary importance: (1) treatment appropriate for subject matter, (2) rate of introduction of concepts, (3) relates to previous knowledge, (4) integration of verbal and pictorial content, (5) number of concepts. Subject matter specialists are to judge: (1) technically accurate, (2) up to date, (3) too specific, (4) too general, (5) shows common errors and how to avoid them, (6) could be treated better and/or less expensively by another medium.

The second form is set up on a chart with each media listed vertically and criteria indicated horizontally. Criteria listed are: (aural) editing, fidelity, lip synchronization, narrator, composition, movement, editing, special effects, color; (graphics) size, format, realism, effective size; (packaging) storability, durability. The media listed are: record, tape, radio, 8mm film, filmstrip, slide, transparency, study print, map, chart, bulletin board, model, artifact, book, program (visual), 16mm film, television, sound filmstrip, sound-slide, program (aural and visual) instruction.

"Checklist of Video Tape Recorders," Audiovisual Instruction, XII, No. 9 (November 1967), 968-969.

(16) This is a chart that can serve as a guide to the person considering purchase of video tape equipment. For the twenty machines listed, it indicates, price, if it has a camera monitor, if the color is adaptable, size, weight, RF modular and channels, if compatible with other units, remote control, still frame, slow motion, number audio tracks, number and life of heads, time (cost) and size of reel, and width and speed of tape.

"Commercial Media Cataloging - What's Around? An SLJ Survey of Available Services, Their Range of Materials, Cataloging

(17) Policies, and Marketing Patterns," Library Journal, XCIII, No. 20 (November 15, 1968), 4345-4351.

The use of commercial cataloging could be an aid in the handling of many types of media, but what is available? The Library of Congress Card Division (Building 159, Navy Yard Annex, Washington, D. C., 20504) is one source. It is the oldest commercial cataloger. It catalogs mostly educational films and filmstrips, but also does some theatrical and television films, 35mm and 16mm filmstrips, 8mm sound and silent films, and tape-cartridge filmstrips. The records cataloged are predominantly commercial. All but music and records are cataloged by titles followed by type of media in parentheses. It uses information provided by the producer as its cataloging data. It follows AACR and uses its subject headings. If something is sold as a series, it is cataloged as a series; if it can be sold separately, it is so cataloged. There are from four to eight cards per set. Some criticisms: (1) lag in production time, however it's dependent on producers making

information available and this isn't always reliable, (2) the quality of cataloging varies - poor for films, good for filmstrips, (3) difficult to use cards with Dewey-Sears system, (4) no processing materials are included, (5) time must be taken to put headings and call number on cards.

The ALANAR-BRO-DART (Bro-Dart, Inc., Instructional Media Department, P. O. Box 923, 1609 Memorial Ave., Williamsport, Pa., 17701) was one of the first with kits. It has contracted with Encyclopedia Britannica to catalog films, and also with Jam Handy. It will contract to catalog and process a library's current media acquisitions and supply the library with a book catalog. Its catalog lists kits available in a Dewey arrangement, but it does not give grade level and has no systematic method for inclusion. Only a few types of media are included - transparencies, filmstrips, discs, and a few kits. Abridged Dewey and AACR with simplifications are used. Along with eight cards in the set, come four self-adhering labels with the call number, title, and sometimes author. Cost 35¢ per kit.

Professional Library Service (Xerox)(2200 East McFadden Ave., Santa Anna, Calif., 92705) provides book catalogs and audiovisual cataloging processing kits for those contracting for their whole collections. It has a data bank of over 5000 audiovisual titles representing eighty-five companies. Materials include: atlases, charts, 16mm movies, 8mm loops, filmstrips, globes, slides, tapes, transparencies, art and study prints. Cataloging data is based on AACR and DDC, and LC and Sears subject headings. Uses a call number, but no codes. A set is usually eight cards with a long-tongue pocket, notched circulation card, and pressure sensitive labels.

Special Services and Supplies (1320 Arlington St., Cincinnati, Ohio, 45225) has kits for 6000 titles. Media covered: filmstrips, loops, slides, prints, educational recordings, multi-media kits. It contracts with companies and makes kits for their materials. AACR and Commonsense Cataloging with modifications are followed. A kit is usually eight cards, pockets, labels. It does not use color code or symbols. Often, there is no card for the series. Cost is 35¢ per title.

Stone Bridge Press, Inc. (Gilsum, N. Y., 03448) began as a preprocessor, but now supplies kits for 5000 audiovisual titles and 25,000 book titles. It does not contract with producers. Past orders are used as a data base. Fourteen types of media are included and are evenly divided between elementary and secondary. AACR and Sears are followed. Cards for main, shelf list, subjects and series are provided. A color code and media symbol are used, although plain cards will be provided for 10¢ extra. Some colors are duplicated. Each title is cataloged separately. Three labels with call number, a lending card, and pocket come in the kit. Cost is 25¢ per set of book cards; 40¢ for audiovisual kits.

Cox, Carl T. "Filmstrips: Selection, Evaluation, Cataloging, Processing," Wilson Library Bulletin, XXXVIII, No. 2 (October
(18) 1963), 178-182.

The author discusses advantages and disadvantages of filmstrips, evaluation, cataloging and circulation of filmstrips. The advantages of filmstrips included: (1) user can show pictures at his own rate; adjustable to individual use, (2) they provide an easy-to-handle projected picture, (3) the projected visuals are always in order, (4) can be used by one person, by a few, or a large group, (5) good source for projected visuals at low cost, (6) can be used in partially darkened room, (7) they cover a wide subject range. The disadvantages of filmstrips: (1) can't change order, (2) when one frame is out of date, the whole filmstrip is out-dated.

An evaluation guide:

1. Does it enrich the instructional program? It should be correlated with instruction, introduce new material, supplement texts, increase appreciation, test learned skills, or review subject matter.
2. Does it meet grade level needs? It should suit the grade level it is intended for through content, choice or illustrations, interest level, conceptual level, and vocabulary level.
3. Does it prove authoritative? It should be accurate, ideas should be reliable, illustrations should be representative, and the information be up to date.
4. Is it educationally sound? It should follow learning patterns through presentation, discussion, and review of materials presented. The subject should be adequately covered.
5. Is it technically sound? It should be appropriately presented in filmstrip form. Illustrations, photography, and captions should be clear.
6. Does it fill a local need? It should fill a gap in the school's collection or enrich an area widely used.

In cataloging filmstrips, using the format given, the following data should appear on the card: (1) call number, (2) grade level, (3) title entry, (4) name of sponsoring agency, (5) producer and date, (6) physical description - number of frames, color, size, (7) series, (8) notes to note teachers' guides, accompanying material, summary of content. Use LC cards if possible. Mark everything. Note accompanying material on each item. One method of circulating filmstrips is to make a card for each filmstrip and put them in the IN file. The card will be signed and put in the OUT file when it's checked out. Another method is to simply use blank cards and fill them in for the filmstrips as they are checked out.

Daily, Jay E. "The Selection, Processing, and Storage of Non-print Materials: a Critique of the Anglo-American Cataloging Rules
(19) as They Relate to Newer Media," Library Trends, XVI, No. 2 (October 1967), 282-289.

The author suggests using a different catalog for audio-

visual materials since they are usually stored separately and are difficult to find in the card catalog. It might be just as easy to put out a book catalog on audiovisual materials. Phonorecords should not be confused with books. Many do not also have a visible form, and the main entry following the visible form is confusing. Each type of media should be kept in different collections, because this makes it easier to update book catalogs for each. Pictures should be filed under headings which most concisely give their subject matter. It is best to keep track of them by accestion number.

Darling, Richard L. "A Comprehensive School System Materials Program," Drexel Library Quarterly, V, No. 2 (April 1969), 110-
(20) 116.

The author provides a description of a district instructional media center, its program and its activities. The district serves 164 schools in Montgomery County. As an IMC, it: (1) assists teachers in the use of instructional materials, (2) coordinates all audiovisual materials and equipment, (3) provides a systematic procedure for review, evaluation, and selection of instructional materials, (4) has a telephone booking service to supply materials to schools, (5) has central processing center, (6) maintains a library for professional staff, (7) assists in development of basic library collections, (8) assists in development of standards, (9) assists in planning new construction, (10) processes requisitions for materials and equipment, (11) coordinates Title projects, (12) produces materials, (13) provides editing and duplicating services, (14) coordinates television services.

The evaluation of materials is done by committees of librarians and teachers. Lists of recommended materials result from their evaluations. The center provides in-service training for teachers. It is responsible for repair and replacement of equipment. The center maintains a collection of materials too expensive or too infrequently used, but that can be loaned to libraries. There is a collection of audio master tapes, and duplicates are made on request and sent to the library to keep. The center prepares curriculum guides.

Davis, Harold S. Instructional Materials Center, an Annotated Bibliography. Cleveland, Ohio, 1967.

(21) This is an annotated bibliography on planning, staffing, and operating instructional materials centers in elementary, secondary, and higher educational institutions. It lists twenty-four books and pamphlets, and 187 articles published between 1949 and 1966. Topics covered which relate to instructional media centers include team teaching, audiovisual materials, school libraries, independent study, learning centers, curriculum laboratories, and individual instruction.

De Bernardis, Amo and others. "Media, Technology and IMC Space Requirements," Audiovisual Instruction, X, No. 2 (February 1969),
(22) This article serves as a simplified guideline for a new administrator to help him see if he is adequately providing basic services efficiently. The first portion deals with the impact of media on education and media centers. As it discusses facilities, it simply explains what is required for each type of activity and gives the percentage of space needed. Under the headings of technical and professional services, it briefly describes the duties and activities of personnel. Information is given concerning efficient arrangement of facilities.

Deutsch, Herbert. "Transparencies: the Simplest Teaching Tool," Library Journal, XCV, No. 6 (March 15, 1970), 1167-1168.
(23) The author suggests some guidelines for processing transparencies, in addition to explaining their usefulness. The advantages of transparencies: (1) easy to handle and project, (2) the teacher faces the class, (3) the pace can be varied, (4) one or several may be used, (5) can be made or purchased. Cataloging them facilitates their use. Data on the card should include the class number, title and type of medium, producer and date, color, number, existence of teachers' guide, subject headings, and shelf list with source, price, and date. Also consider color banding cards, storing in manilla folders or other means, and use of class or accession number for a call number. Transparencies can be circulated like other audiovisual materials or like periodicals.

Eason, Tracy. " A Selected Bibliography of A-V Media in Library Literature, 1958-1969," Wilson Library Bulletin, XLIV, No. 3
(24) (November 1969), 312-319.
This bibliography is intended to present some of the materials published in the audiovisual field in the last decade. It is divided into categories of acquisitions, cataloging and classification, reference, library education, and general. A valuable listing of both practical and theoretical information in the area of media and media centers.

Echols, Dan. "The Making of a Media Center," Audiovisual Instruction, XII, No. 8 (October 1967), 798-801.
(25) An explanation of one school district's efforts to create and operate a media center. The media center was designed to be: (1) a work and training area for teachers, (2) graphics center for producing teaching materials, (3) a recording facility, (4) materials distribution center, (5) an equipment maintenance center, (6) an administrative agency for audiovisual services. A prefabricated building was constructed. Outside noise became a problem in the recording area. So many teachers came for in-service training, that the center had to stay open

extra nights and hire more staff. A graphics artist was hired to design masters, a graphics specialist to make transparencies, slides, etc., and an audiovisual technician to maintain and repair equipment. It was discovered that delivery of materials is time-consuming and the center needed much more counter space.

Educational Products Information Exchange Institute. "Audiotape Cassette Tape Recorders," Product Information Supplement, No. 4 (26) (Educational Product Report, III, No. 5 (February 1970)), 1-32.

This is one of many valuable EPIE ratings which provide up to date, reliable, and comprehensive data on audiovisual equipment and media. After a brief introduction on cassette recorders, information is given in chart form on individual cassette recorders. Detailed information is provided under the general categories of facts, physical characteristics, electrical characteristics, and operating characteristics. A list of producers and their addresses follows.

_____. "'Dry' Study Carrels," Product Information Supplement, No. 2 (Educational Product Report, II, No. 2 (November 1968)), (27) 1-24.

The brief introduction is followed by data in tabular form for seventy-eight dry study carrels. The information given includes: name grade level, price, intended uses, size, other configurations, multiple clusters, fixtures, accessories, weight, disassembles, materials used, guarantee. Illustrations accompany the descriptions. A list of producers is found at the back.

_____. "8mm Silent Projectors," Product Information Supplement, No. 3 (Educational Product Report, II, No. 3-4 (December 1968-(28) January 1969)), 1-20.

After a short introduction, information is given on 8mm silent projectors in chart form. The five charts provide information on: (1) basic facts - price, film speed, reel size, power supply, etc., (2) general physical characteristics - case dimensions, working clearance, etc., (3) film transport system - threading system, film movement control, etc., (4) mechanical and electrical system - film speed, safety fuses, cord length, thermal switch-on fan, etc., (5) optical system - minimum picture, framing control, rated hours, etc. The addresses of producers are given. Illustrations are included.

_____. "8mm Sound Projectors," Product Information Supplement, No. 4 (Educational Product Report, II, No. 3-4 (December 1968-(29) January 1969)), 1-16

A brief introduction on 8mm sound projectors precedes the detailed data on sixteen specific machines. Information included: (1) basic facts - price, film speed, type of cartridge,

UL approved, etc., (2) general physical characteristics - table top to center of lens, machine material, etc., (3) film transport system - film movement at aperture, rewind speed, etc., (4) mechanical and electrical system -- heat filter, simple frame advance, remote controls, etc., (5) sound system, (6) optical system. Addresses of producers are given at the end.

_____. "Helical Scan Video Tape Recorders," Product Information Supplement, No. 2 (Educational Product Report, III, No. 3-4 (December 1969-January 1970)), 1-36.

(30) After a brief introduction on video tapes, in chart form, information is given on thirty-five regular machines, five playback-only machines and two record-only machines. Data provided includes: basic facts, general physical characteristics, mechanical characteristics, audio and video operating characteristics, RF operating characteristics/monitoring capability, and electronic characteristics. There are illustrations. A list of producers follows.

_____. "½" and ¼" Helical Scan Video Tape Recorders," Product Information Supplement, No. 3 (Educational Product Report, III, No. 3-4 (December 1969-January 1970)), 1-24.

(31) Preceded by a brief introduction, charts have data on twenty-five ½" and ¼" helical scan video tape recorders. Information is given under the headings: basic facts, general physical characteristics, mechanical characteristics, audio-visual and video operating characteristics, RF operating characteristics/monitoring capability, and electronic characteristics. A list of producers is provided.

Educational Product Report. New York: Educational Products Information Exchange Institute.

(32) This periodical provides descriptive and evaluative information and commentary about all types of learning materials, equipment, and systems. Subscription address: Educational Products Report, Publication Office, N. Fair St., Guilford, Conn.

Educator's Guide to Free Films. 28th ed. Randolph, Wis.: Educator's Progress Service, 1968.

(33) In this basic guide, free films are listed under major subject areas. It has a title and subject index, and source and availability index which gives the distributors' name, address, terms for use and availability, i. e. how likely one is to obtain requested material. See references are used.

Educator's Guide to Free Filmstrips. 20th ed. Randolph, Wis.: Educator's Progress Service, 1968.

(34) This is a basic guide to obtaining free filmstrips. They are listed under general subject areas and are indexed by title

and subject. The source and availability index gives the distributors' name and address, terms for use, and availability, i. e. how likely one is to receive requested material quickly. The entry includes title, date, sound or silent, a summary, and source. There are see references.

Educator's Guide to Free Science Materials. 9th ed. Randolph, Wis.: Educator's Progress Service, 1968.

(35) Materials in the field of science are listed by general subject areas under the headings of films, filmstrips, and other curriculum materials. There are title, subject, and source availability indexes. There is a listing of illustrative units which are examples of whole teaching units that utilize audiovisual materials designed for teacher use. Each entry includes title, date, length, sound, summary, and source.

Educator's Guide to Free Social Studies Materials. 8th ed. Randolph, Wis.: Educator's Progress Service, 1968.

(36) This is a guide to materials in the field of social studies. They are listed by subject under each form - films; filmstrips; tapes, scripts and transcripts; other materials. There are title, subject, and source availability indexes. For each entry there is a brief summary and data on length, sound, and date of publication.

Educator's Guide to Free Tapes, Scripts, and Transcriptions. 15th ed. Randolph, Wis.: Educator's Progress Service, 1968.

(37) In this basic guide to free tapes, scripts, and transcriptions, materials are listed under general subject areas. There is a title and subject and source availability index which gives the name and address of distributors, terms for use, and availability, or how likely one is to obtain materials. See references are used. The materials are entered under title, followed by speed, length, and a brief annotation.

Egan, Mary Joan. "The Library - an Environmental Learning Center," Audiovisual Instruction, XIV, No. 7 (September 1969), 24-25.

(38) The media center described here and which serves a school district of six schools, has received awards for its achievement. It has print and non-print media, a computer terminal, and a vide-audio dial access system. The collection includes filmstrips, 8mm single concept films, microfilm, records, tapes, books, magazines, pamphlets, pictures, and kits. Multimedia carts with books, non-book media and equipment go to classrooms. All materials are fully processed. They are classified, labeled and indexed. Each item is treated as fully as books. Filmstrips are stored in special cabinets. The 8mm loops are kept in their boxes with books on the shelves, as are other conveniently packaged media such as audio tapes,

microfilmed journals and newspapers, 16mm films, kits, records and slides, and transparencies if possible. The staff of the center consists of three librarians, three aids, and a media production specialist.

8mm Film Directory. New York: Comprehensive Service Corporation, 1969.

(39) Included in the guide are standard and super 8mm, silent or sound, and cartridge or reel-to-reel films under a wide variety of subjects. It has an alphabetical index and a Dewey Decimal index. The directory includes series with titles listed in the series title and described in their proper subject area. Entry information: title, series, number loops or length, grade level, color, form, silent or sound, cartridge.

Erickson, Carlton W. H. Administering Instructional Media Programs. New York: Macmillan, 1968.

(40) This book is an ideal guide for the administering media specialist. The contents best explain the material covered: (1) nature of the media program director's job, (2) growth towards administrative competence, (3) acquisition and deployment of audiovisual media, (4) organizing effective in-service education programs, (5) effective distribution of media, (6) physical environment for media utilization, (7) media-service system in each school, (8) organizing the citywide audiovisual media center, (9) implementation of media preparation services, (10) implementation of television services, (11) implementation of instructional systems, (12) implementation of print-medium services, (13) budgeting for media service programs, (14) public understanding and support, (15) evaluation. It is well illustrated. It is a how-to-do-it book with specific directions on carrying out the necessary activities of an administering media specialist. Bibliographies follow each chapter.

Evaluation Practices Used in the Selection of Educational Materials and Equipment. New York: Educational Products Information Exchange Institute, 1969.

(41) This report of existing evaluation practices employed in selection of educational materials and equipment for elementary and secondary schools shows the results of a study to determine how state departments of education may increase their usefullness to local agencies in the process of evaluating and selecting educational products. Before buying equipment, lists and guidelines must be checked. Many times equipment may be used on a trial basis. EPIE tries to give descriptions and evaluative reports on materials available for a given purpose. The information is comparative. The report explains how selection takes place on the state level in general, and then follows with specific instances and procedures. Some

states have standards concerning performance, convenience, durability, etc., that are guidelines for purchase of equipment and some specific ones are given in the report. The report can serve as a guide in establishment of state and local selection procedures.

Follis, Lee. "How to Purchase Tape Cassettes," Educational Product Report, III, No. 5 (February 1970), 11-13.

(42) Some guidelines in the purchase of tape cassettes are given. Some cassette cases are screwed together and can be taken apart for repair, but most are now accoustically welded and can't be opened. Lubrication of the case inside helps reduce friction of the turning tape and lengthens life. Quality cassettes also have a roller or steel guide post where the tape turns sharp corners at the front. It should have felt, not plastic foam to help exert pressure on the tape to the head. The bearing surface on the tape hub should not be loose. The length of the tape in cassettes is inconsistent, although they come in approximately 30, 60, 90, and 120 minutes on both sides. The 60 minute ones are better than longer ones since the tape is usually thinner with longer tapes. Some give lifetime guarantees. Look over samples of cassettes. Take one apart and run the tape on a regular recorder. A poor one will leave a residue on the heads. An explanation is given for testing frequency response of tapes.

"45th Annual Blue Book of Audiovisual Materials," Educational Screen and AV Guide, XLIX, No. 7-8 (July-August 1970), 7-51.

(43) The Blue Book consists of a listing of audiovisual materials issued during the last year. Materials are arranged by subject areas. Because it is an annual listing, it is good for learning about new materials in various subject areas, not all issued by the same publisher. The brief descriptions are not evaluative. The entry does include: title, type of media, physical description, running time, accompanying material, sale or rental price, synopsis if provided by the producer, number for Readers Service Cards. Indexed.

French, Janet. "The Evaluation Gap; the State of the Art in A/V Reviewing, with Special Emphasis on Filmstrips," Library Journal, XCV, No. 6 (March 15, 1970), 1162-1166.

(44) In evaluation, one must consider curriculum, competencies of the staff and students, physical limitations of the building, the budget, the equipment, and the quality of audiovisual materials. Audiovisual materials are under very little bibliographical control. NICEM's Index to 35mm Filmstrips has old and current filmstrips. Some are not suited to school use. It is not really a "comprehensive guide", nor is it a simple

key. It is poor, but it is a start at bibliographical control. Another aid for audiovisual materials in general, is the Audiovisual Guide. Journals with reviews on media: Educational Screen and AV Guide, Film News, Grade Teacher, Instructor, School Library Journal, Science Teacher, Senior Scholastic (teacher edition), and Booklist. The School Library Journal is only journal that has both positive and negative reviews. Most journals include only well-reviewed titles, yet all reviews can't be trusted. Not all people are affected similarly by the same media, and if it's not listed, was it poor or overlooked? An evaluation format should include: (1) physical features, (2) content, (3) possible uses, (4) comparative merits, (5) strengths or weaknesses leading to final decision. Group evaluations are only as good as the participants.

Gannon, Gladys. "Suggested Plan for Instructional Media Center, Hot Springs, South Dakota," South Dakota Library Bulletin, LV, (45) No. 1 (January-March 1969), 18-27.

This is a suggested plan for a small center serving a small school system. Suggested media include: fiction and non-fiction, reference, story collections, special collections, newspapers, magazines, films, filmstrips, disc recordings, teach-a-tapes, kits, audio and video tapes, study prints, and transparencies. A written handbook of policies and procedures for faculty and an abridged version for students should be prepared. All materials are to be processed in the instructional media center whether or not they are kept there. Periodicals should be kept in the center. There should be a micro-reader-printer and a photocopier. Examples of catalog cards are given for books, films, filmstrips, kits, maps, tape recordings, record albums, study prints, and transparencies. The district center should be separate from the building center and should provide space for equipment, media, receiving, centralized processing, previewing, and the office.

Personnel needed:

I. Director or coordinator of the IMC who is:
   A. Of the same status as a principal and directly responsible to the superintendent.
   B. Supervisor of all learning centers, librarians, and library clerks.
   C. Accountable for all media and audiovisual equipment.
   D. Responsible for ordering, processing, and distributing all media and equipment. Principals, department heads, and teachers are to submit requests for media to the director through the required channels. The director will coordinate orders and submit them to the purchasing agent.

II. Librarians.
   A. High school and middle school in the same building

- one librarian
B. Elementary school - one librarian

III. Clerks
A. High school and middle school in the same building - one full-time clerk
B. Elementary school - one half-time clerk
C. IMC - one clerk-secretary; one half-time clerk for processing media.

Suggested equipment:

Classroom	Learning center	Main media center
16mm projectors:		
1 to charge from learning center	2 in high school 1 in elementary	2 to charge to schools
Filmstrip projectors:		
1 per 2 teaching stations	1 machine	2 machines with slide changers; 2 electric slide caroussels
Opaque projectors:		
To be charged from learning center	2 in high school 1 in elementary	one machine
Overhead projectors:		
1 per 4 teaching stations	1 in high school 2 in elementary	2 machines
Controlled reader:		
	1 in middle school 2 in elementary	
Tape recorders:		
1 per 4 teaching stations	4 in high school 2 in elementary	3 machines
Record players:		
1 per 2 teaching stations	2 in high school 1 in elementary	2 machines

Speedioscopes, tachistoscopes, etc. are to be purchased as specialized services are developed. This type of equipment should be stationed in the main IMC for charging out.

Giesy, John P. "A Working Relationship; How the Central IMC Relates to IMC's at the Building Level," Audiovisual Instruction, X, No. 9 (November 1965), 706-708.
(46)

The article considers the relationship of a central IMC to a building IMC. The center's records show that if materi-

als are gathered together, cataloged, publicized, and made reaily available, teachers will use them. The center has materials cataloged under broad subject areas and subdivisions of them. Most items are booked in advance for one week, however teachers may also obtain materials on short notice, but the loan period is dependent on the next booking. Trucks are used to deliver materials. The center is open four evenings a week.

Some conclusions have been reached at the center: (1) when there is a central and a building IMC, use of audio-visual materials increases, (2) both clerical and professional staff members are needed in building centers, (3) loss of materials between the building and center was minimal, (4) some things are better housed at the building level - projectors, record players, tape recorders, records, filmstrips, vertical file materials, and inexpensive models, (5) central media center must have, for short loans, projectors, record players, tape recorders, specialized projection and listening equipment, expsenive and low-use materials and equipment, (6) the main center's staff should be in a position to recommend materials and equipment; rely on teachers for material recommendations, (7) the main center can handle previewing of materials best; it schedules and sets it up, and keeps the evaluations, (8) each building is to maintain a record of all materials and equipment and where they can be found, (9) professionals in the building centers must refrain from doing clerical tasks, (10) principals must be kept aware of procedures, (11) motion pictures should remain at the central center because of cost, need for constant care and upkeep, and occasional and specific use. .

Gillespie, John T. "Getting Started with Non-Print Media," Top of the News, XXV, No. 4 (June 1969), 402-405; XXVI, No. 3 (April
(47) 1970), 262-264.

These two articles provide a valuable bibliography of basic tools useful in setting up a non-print collection. Included are guides to material and to equipment, periodicals, film libraries, and producers.

Bibliography of non-print resources:

Gambee, Budd L. Non-book Materials as Library Resources. Chapel Hill, N. C.: Student Stores, University of North Carolina, 1967. $2.00

Most types of media; includes evaluation forms, cataloging information.

Rufsvold, Margaret I. and Guss, Carolyn. Guides to Newer Educational Media. 2d ed. A. L. A., 1967. $1.75

Guide to aids giving information on availability of many media in many subject areas.

Weber, Olga (ed.). Audiovisual Marketplace. Bowker, 1969. (Annual)

Directory of names, addresses, key personnel and product lines of producers, distributors, etc. Information on film libraries, reference works in the audiovisual field, reviewing media. Basic guide.

Films:

Film Evaluation Guide, 1946-1964 (and its suppl. 1965-1967)

Synopsis of content, subject area, age level, evaluation, names of producer and distributor, Dewey number, index.

Limbacher, James L. (ed.). Feature Films on 8mm and 16mm. 2d ed. 1968.

Lists films once released for commercial showings in theaters, information on year of production, running time, etc.

Kone, Grace Ann (ed.). 8mm Film Directory. 1969.

All 8mm films are included regardless of length or subject; arranged by subject, information on producer, distributor, Dewey number, annotations, age levels.

Educator's Guide to Free Films. Randolph, Wis.: Educator's Progress Service. Annual.

5000 titles of films available on free loan to schools and libraries, listed by subject, availability index, has advertisements.

Films for Children. Films for Young Adults. Woodside, N. Y.: New York Library Association.

Highly selective fully annotated lists of short films, with guides to program planning.

Index to 16mm Educational Films. National Information Center for Educational Media Center, McGraw-Hill, 1967.

Closest to being a full bibliograhy; subject index, data on length, content, producer; no age level given.

Educational Media Index. McGraw-Hill, 1964.

Educational Film Guide. H. W. Wilson, Co., 1936-62.

Good for evaluations before 1962.

Landers Film Reviews. Los Angeles, Calif.: Landers Associates.

50-60 films reviewed each month.

Periodicals:

Audiovisual Instruction. Dept. of Audiovisual Instruction,

1201 Sixteenth St. N. W., Washington, D. C.
Articles of interest in the audiovisual field, reviews of new materials and equipment.

Booklist and Subscription Books Bulletin. A. L. A., 50 East Huron St., Chicago, Ill.
Fully annotated long reviews of 16mm films; has reviews on filmstrips, loops, etc.

Educational Screen and AV Guide. 434 South Wabash Ave., Chicago, Ill.
Articles on materials and services in the audiovisual field; reviews films, filmstrips, and records.

Educator's Guide to Media and Methods. 134 North 13th St., Philadelphia, Pa.
Covers all media and much equipment.

Film Library Quarterly. Film Library Information Council, 101 West Putnam Ave., Greenwich, Conn.
Entire field of non-print library service covered; all media covered; news and reviews.

Film Reports. The Film Board of National Orgainzations, 522 Fifth Ave., N. Y.
Lists of recent and forthcoming films based on books and plays.

Scholastic Teacher. 50 West 44th St., New York, N. Y.
Special articles on classroom use of media.

Sightlines. Educational Film Library Association. 250 West 57th St., New York, N. Y.
Articles on the film field, news, etc.

Film libraries:

Audiovisual Center, Indiana University, Bloomington, Ind. 27401.

Audiovisual Education Center, University of Michigan, Ann Arbor, Mich. 48104

Bureau of Audiovisual Services, University of Arizona, Tucson, Ariz. 85721

Extension Media Center, University of California, Berkeley, Calif. 94720

Film Rental Library, Syracuse University, Syracuse, N. Y. 13210

Instructional Media Center, Michigan State University, East Lansing, Mich. 48823

Krasker Memorial Film Library, School of Education, Boston University, Boston, Mass. 02215

Media Center, Florida State University, Tallahassee, Fla. 32306

Visual Aids Service, Illinois University, Champaign, Ill. 61820

Producers:

Bailey Films, 6509 DeLongpre Ave., Holloywood, Calif. 90028

Brandon Films, 221 W. 47th St., New York, N. Y. 10019

Coronet Films, Coronet Building, 65 East South Water St., Chicago, Ill. 60601

Duart Film Laboratories, 245 W. 55th St., New York, N. Y. 10019.

Encyclopedia Britannica Educational Corporation, 425 N. Michigan Ave., Chicago, Ill. 60611

McGraw-Hill Films, 330 W. 42d St., New York, N. Y. 10036

Equipment:

AVI Guide to New Products (Audiovisual Instruction) September 1969.
Descriptive guide to new hardware marketed in the last year.

Audio-Visual Equipment Directory. National Audio-Visual Association, 3150 Spring St., Fairfax Virginia, 22030

Educational Product Report. Educational Products Information Exchange Institute, 386 Park Ave. S., New York, N. Y. 10016.
Information on availability, characteristics, and performance of instructional materials and equipment.

Library Technology Reports. Library Technology Project, A. L. A.
Library furniture.

Filmstrips:

Cox, Carl. "Filmstrips: Selection, Evaluation, Cataloging, Processing," Wilson Library Bulletin, XXXVIII, No. 2 (October 1969), 178-182.

Lembo, Diana. "A Stepchild Comes of Age," School Library Journal (September 1967), 54-55.

Index to 35mm Educational Filmstrips. National Information Center for Educational Media, Bowker, 1969.
Lists and annotates 25,000 filmstrips; number of frames, age level, etc.; ideas on use, organization, cataloging and storage.

Educator's Guide to Free Filmstrips. Educator's Progress Service, Randolph, Wis.
350 filmstrips and 80 sets of slides; information on loan terms.

Educational Sound Filmstrip Directory. Audio Visual Div., DuKane Corp., St. Charles, Ill.
Simple list; 94 sources; 2,316 filmstrips listed; addresses.

Filmstrip Guide. 3d ed. H. W. Wilson. Annual

Goodwin, George J. "An Educational Tool for All," American Libraries, I, No. 2 (February 1970), 164-165.
(48) A district media center for a high school and several elementary schools is described. Daily delivery service is provided. Materials are processed centrally, but selected by media specialists, teachers, administrators, and students in each school. There is a circulation room, a faculty reading room, and a seminar room at the media center. The reading room is in eight sections with three librarians' desks; the sections are each of different curriculum orientation. Wet carrels are provided. Listening and viewing rooms are used for learning by students and previewing by teachers. All materials are cataloged and classed under Dewey, and all circulate. The center makes transparencies, dry mountings, signs, tapes, cleans films, provides for photography. There is a storage room for equipment. The center has extended its hours beyond school hours.

Grady, Bill F. "The Preparation and Certification of Educational Media Personnel, Audiovisual Instruction, XIV, No. 1 (January
(49) 1969), 29-30.
Jobs need to be defined before there can be certification. This definition of jobs can serve as a guideline for activities to be carried out by the media specialist. The building coordinator: (1) is a media consultant for curriculum innovation and revision, (2) provides up-to-date information on new and important materials related to school curriculum, (3) suggests materials appropriate to grade levels and subjects taught, (4) helps teachers prepare specialized material appropriate for classroom use, (5) assists in design and construction

of inexpensive teacher made materials, (6) teaches operation of equipment to other teachers, (7) orders and schedules quality materials, (8) classifies and stores materials, (9) performs minor repairs and maintenance on equipment. An ideal building coordinator would be a successful teacher trained in the use of educational media with, at least, release time to coordinate media in the building, but a full-time building coordinator is preferred.

A media specialist or district director should be a successful teacher with advanced training in educational media with responsibility for educational media programs in the district. The media specialist: (1) organizes and maintains a central instructional IMC in all schools in the district, (2) assists building coordinators in supervising and administering organization and operation of media programs in separate schools, (3) determines equipment material needs of the schools, and evaluates, selects, and purchases quality materials that will fill needs, (4) assists the central administration in promoting public relations leading to an understanding of and support for total school programs, (5) organizes and administers an efficient circulation service, (6) plans and carries out an in-service teacher-training program with the assistance of the building coordinators, (7) measures and evaluated effects of the use of media and the desirability of their application to classroom learning, (8) provides up-to-date information on new media and their utilization in classroom learning, (9) assists in curriculum planning, revision and instructional innovations, (10) confers with administrators in planning and designing new buildings and remodeling for media applications to classroom learning, (11) organizes and produces, or supervises, production of audio and visual materials, (12) provides specifications for desirable equipment as needed.

There are six areas of media preparation: (1) professional education, (2) educational foundations, (3) introduction to educational media, (4) media productions, (5) media communications, (6) professional performance.

Graflex, Inc. Source Directory of Prepared Materials. Rochester, New York.

(50) This directory has listings of publishers that make materials available for primary, middle elementary, upper elementary, junior high, senior high, and junior college and university levels. For each level, the directory indicates which ones provide materials in languages and literature, mathematics, sciences and industrial arts, and in social studies. There is another listing of publishers with their addresses indicating if the text with the media is keyed or not, if it is color or black and white, and if it is mounted or unmounted. A diagram showing an overhead projector is accompanied by pointers on overhead projection.

Grimes, George H. "Media Materials for the Disadvantaged: Areas of Need and Selection Criteria," Audiovisual Instruction, XIV, (51) No. 10 (December 1969), 20-23.

An effort has been made to develop a set of criteria for evaluating material for the disadvantaged. According to the criteria developed by the Detroit Public Schools, media for the disadvantaged can be evaluated by asking if the materials:

1. Give evidence on the part of writers, artists, and editors of a sensitivity to prejudice, to stereotypes, and to the use of offensive materials?
2. Suggest, by ommission or commission, or by over or under-emphasis, that any racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?
3. Provide abundant, but fair and well-balanced, recognition of male and female children and adults of Negro and other minority groups by placing them in positions of leadership and centrality?
4. Exhibit fine and worthy examples of mature American types from minority as well as majority groups in art and science, in history and literature, and in all other areas of life and culture?
5. Present a significant number of instances of fully integrated human groupings and settings to indicate equal status and non-segregated social relationships?
6. Make clearly apparent in illustrations the group representation of individual - Caucasion, Afro-American, Indian, Chinese, Mexican-American, etc., and not seek to avoid identification by such means as smudging some color over Caucasian facial features?
7. Delineates life in contemporary urban environments as well as in rural or suburban environments so that today's city child can also find significant identification for himself, his problems, and his potential for life, liberty, and the pursuit of happiness?
8. Portray racial, religious, and ethnic groups, with their similarities and differences, in such a way as to build positive immages?
9. Emphasize the multi-cultural character of our nation as having unique and special value which we must esteem and treasure?
10. Assist students to recognize clearly and to accept the basic similarities among all members of the human race, and the uniqueness and worth of every single individual, regardless of race, religion, or socio-economic background?
11. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and statesmen?

12. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial, religious, and ethnic groups have mixed heritages, which can well serve as a source of both group pride and group humility?
13. Clarify or present factually the historical and contemporary forces and conditions which have operated in the past, and which continue to operate to the disadvantage of minority groups?
14. Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans?
15. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities in a pluralistic democracy - to demand freedom and justice and equal opportunity for every individual and for every group?

Elsewhere, one program attempted to involve students in choosing their own materials for the Afro-American Instructional Curriculum Laboratory of the Michigan-Ohio Regional Educational Laboratory. Through the collection, the Laboratory tries to to enable users to examine their own self concepts, to question the authenticity of currently taught American history; to compare connotations of specific words; to contrast political, economic, legislative, and historical influences with today's thoughts; to become aware of the many events that shape basic attitudes to race. Students and teachers developed and evaluated criteria for selection of materials. Basically, they found that they needed to find material that challenged the intellect, but did not threaten the person.

Intial evaluative criteria / Afro-American Instructional Curriculum Laboratory

I. Style.
   A. Interest level.
      1. Challenging presentation.
      2. Portray factual or generalized group differences or
      3. Thought provoking.
      4. Presentation that develops and appreciation of why people live as they do.
   B. Avoidance of dogmatism.
   C. Relevancy to student.
   D. Relevancy to teacher.
   E. Relevancy to curriculum.
   F. Presentation that raises the level of awareness.
   G. Stimulates further interest.
II. Content.
   A. Portrays the reality of history as it pertains to all racial, religious, and ethnic groups (That is, truth-

fully portrays the history of man and work, not just white man and western civilization.)

B. Presents the environmental and historical influences which have been instrumental in developing groups cultural differences where they exist.

C. Gives complete and unbiased factual presentation of the involvement of all ethnic and religious groups in the topic presented - even when such truths are possibly offensive to the reader.

D. Presents the forces and conditions which have worked to the disadvantage of minority groups, so that the reader is led to make accurate and unbiased judgments regarding inter-group conflicts.

E. Presents an analysis of conflict situations honestly and objectively with emphasis on possible solutions to inter-group tensions.

F. Provides motivation for the reader to examine his own attitudes and behavoir in relation to his values.

G. Avoids stereotype words.

H. Creates sensitivity to the experience of others.

I. Extends insight into different value patterns.

III. Illustrations.

A. Kinds of pictures and drawing that reflect various ethnic and racial groups.

B. Related to content.

C. Stimulate thought.

D. Develop social awareness and avoidance of stereotypes.

IV. Treatment of African areas (applied to collections as a whole) gives attention to all of the following:

A. North Africa

B. West Africa

C. Central Africa.

D. South Africa.

E. East Africa.

F. Dependent and independent nations.

G. Importance of Africa (1) economically, (2) politically, (3) educationally

H. Apartheid practices.

I. Influence of communism and free world on Africa.

J. Influence of Moslem religion on Africa.

V. Readability.

A. Vocabulary appropriate to grade level.

B. Ease of understanding.

VI. Physical durability of instructional item.

VII. Information about author.

A. Position.

B. Background.

C. Bias.

D. Biographical sketch.

Grindeland, William D. "Media in a Multi-unit School," Wisconsin Library Bulletin, LXVI, No. 3 (May-June 1970), 141-143.

(52) Schulte School of Sturtevant is an example of a school

making use of an IMC. A team-like group of teachers guide students as they learn at their own pace. The librarian and teachers work with the district media center which has 16mm films, kits, library supplies and teacher's professional books. The district IMV processes all materials for the library. The librarian teaches library skills, and works with teachers and students. Learning centers and projection rooms surround the media center. All types of materials are housed in the center and each item is noted in the card catalog which is color coded. The center produces some of its own materials. A handbook has been developed by the librarian which serves as a handy reference for teachers. Students learn to operate equipment, select and check out materials on their own.

"A Guide to Super 8mm Cartridge Projectors," Media and Methods, VI, No. 3 (November 1969), 57.

(53) This is a chart giving information of value in choosing an 8mm cartridge projector for purchase. Some of the information given for each of the five different machines includes: direction of projection, sound play, price, capacity, weight, speeds, single frame, reverse, converts to reel-to-reel, cartridge type, compatible with other cartridges.

"Guide to Super 8 Reel-to-reel Projectors," Media and Methods, VI, No. 3 (November 1969), 45.

(54) This chart gives information on thirteen super 8 projectors and is of value as an aid in purchasing these machines. Some of the information given includes: price, capacity, weight, speeds, self-play, sound play, sound record.

Hartz, Frederic R. "Public Relations and Secondary School Media Center: the Director's Role," Audiovisual Instruction, XV, No. 1 (January 1970), 61-63.

(55) The services of a media center have to be advertized like any other service. There are two easy ways: (1) the physical quarters and arrangement of materials, (2) manner of service. Make sure any communication, even overdue notices, are attractive and pleasant. The director and staff are to be patient and aware of the needs of students and teachers. He should encourage school administrators to go to an audiovisual or library workshop to become more aware of library problems. The director is to explain and make reports on his instructional media program, and give recommendations on the budget. He should be able to demonstrate his staff's needs. The director should work on curriculum committees and provide in-service training for teachers. Most of all, he must sell the program. To do this: (1) make sure that all have access to materials, (2) let faculty know about new acquisitions, (3) have a visit or an orientation in the fall, (4) importance of the IMC to instruction is an idea to be kept before the faculty, (5) han-

dle requests efficiently, (6) share selection and discarding of materials and equipment with the faculty, (7) make up bibliographies and help teachers use materials, (8) increase awareness of the IMC with displays, (9) provide a special area and materials for teacher professional materials, (10) work with teachers to ascertain their specific needs and interests, (11) be diplomatic in requesting return of overdue materials, (12) teachers are overworked, too, so act accordingly.

To attract students: (1) prepare displays, (2) provide bibliographies of print and non-print materials, (3) advertize the center at assemblies, on radio and television, (4) become involved with student through book talks, reviews, and discussion groups, (5) gain student participation in selection, display, and discarding of materials, (6) set up contests for best essays and graphic displays about the center, (7) organize library/media clubs.

The director is to be a liaison or mediator with the public library. He should encourage the faculty not to make mass assignments, or to tell the public library beforehand. Consult with the public library and try to avoid duplication of services. Inform the faculty of public library services. Students should learn to use the public library properly, because they will be its future users.

Evaluating public relations: (1) does the media director acknowledge the value of good public relations? (2) does he know the interests and needs of those he serves? (3) does he interpret the media program to the administration? (4) does he interpret it to the faculty? (5) does he involve students in formulating policy? (6) does the media director consider the community in interpreting the media program, (7) does the center have a sense of direction and a plan for development? (8) is the staff service-oriented? (9) are there conflicts with public library policy?

Hicks, Warren B. and Tillin, Alma M. The Organization of Non-book Materials in School Libraries. Sacramento, Calif.: (56) California State Department of Education, 1967.

A general guide for cataloging and processing of non-book materials, the manual was written in response to requests for assistance in organizing audiovisual materials in California. The manual begins by defining terms. The use of a union catalog brings all things together in one place, provides a choice of materials with easy comparison, and may reveal unknown materials and new ideas to the user. If audiovisual materials are separated in the school, have a separate catalog as well as a union catalog. Circulation policies depend on the following: (1) why are the audiovisual materials a part of the library? (2) what are the immediate and ultimate aims in making these materials available in the school library rather than elsewhere? (3) how are they to be used in the curriculum? (4) will they be used by both students and teachers? how portable is it? The length of charge out time depends

on the type of material, and the cost will affect the circulation of the item. Provision needs to be made for protecting materials in processing and for inspection on return. Some materials lend themselves to being shelved together on the shelves with books, but others do not. The use of the collection can affect the storage arrangement. Also, the method of classification chosen will affect the storage. Theoretically, it is good to bring materials together on the shelf, but a union catalog does this, and it is not feasible to put all materials together on the shelves.

Equipment must be easy to use. It should have characteristics apppriate to library use. Portable, less expensive equipment may be loaned for use with media. It must be remembered that loaning equipment requires more maintenance and repair, more supplies, and larger budget for the greater expenses that will be incurred. To classify materials, accession numbering may be used. This consists of a materials symbol, plus the accession number. This provides a running count of items and expansion of the media collection is not a problem. It is simple and economical, yet there is no relationship between subject and the number assigned, there must be a separate book and non-book collection, and integration in the future would be costly and time-consuming in the reassigning of numbers and relabeling. The use of Dewey numbers is another classification method. It is already familiar to many. It organizes materials by subject. To distinguish from books, add a material symbol to the call number. It may be used in an integrated or separated collection.

To identify audiovisual media in the card catalog, one can use color-coding or a letter symbol in the call number with the media specified in the entry. Color points out the audiovisual media quickly, but it may be a time-consuming procedure, it's hard to get enough different colors, and it may be confused with some other color coded records being kept on cards. If color is used, just use one to indicate media, or if one is used for each, use the same system in the school district.

Use printed cards where possible. These may be revised to suit the individual library's needs. The detail used in cataloging will be determined by: (1) grade level or users, (2) development of curricular areas, (3) circulation policies; closed stacks will require more detailed cards, (4) cost and personnel for detailed cataloging. Guides to cataloging are listed. The main entry should include titles, identification of media, additional title information, imprint, collation, series, grade level, and notation of any accompanying material. Rules are given for typing cards. Physical processing, in general, follows this plan: (1) separate the various types of media, (2) prepare container or protective covering, (3) mark ownership on each item, (4) prepare labels, (5) affix labels so they are visible when stored, (6) check to see that all items of the set are the same, (7) protect labels using tape, plastic spray, lacquer, etc., (8) paste on pocket if possible,

(9) paste on date due. Examples of catalog card formats and processing procedures are given for each type of media.

Holdridge, R. E. "Cataloging Non-book Materials," Audiovisual Instruction, XII, No. 4 (April 1967), 358-360.

(57) The cataloger of audiovisual materials must find a system that is simple enough to be efficient for the staff and convenient and informative for the user. A color band and letters in the call number can be used to indicate form. Either a Dewey or an accession number can be used. A Dewey number is preferred since it puts subjects together on the shelves. An accession number instead of a cutter number might be used below the Dewey number. For a series use one accession number. Sears subject headings are recommended. The catalog card must tell the user what the media is and if he can use it on the equipment he has, and if accompanying materials will need other equipment. Masters for transparencies may be kept in separate cabinets, but ought to be cataloged like the other transparencies. It is confusing to mix shapes on the shelves, so keeping each different form together is suggested.

Holmes, Rose and Lively, Gladys. "Computer Processing for All Media in Madison Schools," Wisconsin Library Bulletin, LXVI, No. 5 (September-October 1970), 319-324.

(58) A large media center serving fifty-two units began making use of a computer based operation in 1967. Materials are selected by directors of the IMC and the library, and media consultants. Items are ordered, invoices are checked against shipments, and then invoices are cleared for payment. A master card for all media is prepared to show cataloging decisions and format; it is used for the main card. The master card is to show distribution in the system. After the cards are processed through, the master card and master shelf list are filed in the processing center. Records of additions and cancellations are provided throughout the system. The center handles rebinding. The call number is a Dewey class number, a cutter, and a work mark. LC and Wilson cards are used leaving only ten to fifteen percent original cataloging.

For each item, a set of cards, labels, circulation cards are made if possible. Filmstrips have the call number on top of the can and a computer-made label wrapped around the container. They are kept in a box if a series comes in one. For film loops the call number gummed labels are placed on the plastic case and on the outside of the box cover with printed title. On records, the call number gummed label is placed in the upper left hand corner of single records or on the spine of albums. The record label receives the ownership stamp. Study prints have the call number gummed label at the upper left hand corner on the back of the print. For tapes, the call number gummed label is placed on the reel and on the outside of the box cover

with the printed titles. Kits have all inclusive items labeled as above, and the box is labeled. Models, pictures, realia, slides, and transparencies have subject reference cards in the card catalog, but aren't shelved with other materials.

The staff consists of twelve full-time and three part-time personnel. Materials are delivered weekly, or more often if needed. The computer produces cards, labels, pockets, book cards, and the IMC's lists (Madison Instructional Materials) for ordering. The computer also prints purchase orders, cost distribution lists, lists of titles ordered per school, and lists of titles received. Librarians receive status reports or orders, cancellations and order cards, and reports of accessions per school. The process of data processing is explained.

Ideas for Planning Your Instructional Materials Center. Administration; Conference and Independent Study; Listening and Viewing; (59) and Maintenance. Boston, Mass.: Massachusetts School Building Assistance Commission, 1964.

This publication provides a picture of the overall operation of an IMC and ideas for further development of the beginning media center and renovation of older ones, in addition to providing planning guidelines. The media center is to provide teachers and students with expert guidance in the selection, interpretation, and use of instructional materials, and in general, to meet any request for instructional services. The functions of the media center: (1) read and browse, listen and view, (2) pursue independent study, (3) engage in small-group research, (4) prepare and produce learning materials, (5) locate information and materials for school assignments, (6) receive instruction in the use of services, materials, and equipment, (7) borrow and return materials, (8) teachers to participate in the evaluation, previewing and selection of materials for purchase, (9) preview materials for classroom use, (10) provide classes with specialized presentations, (11) keep posted on current developments in the teaching profession.

The design, in general, of an IMC: (1) flexible - planned for multiple use; avoid rigid compartmentalization, (2) expansible - allow for physical growth, (3) be in an optimum location for use by students and faculty; should facilitate the movement of instructional materials within the school as well as out, (4) be central to the instructional program of the school.

Space utilization:

I. Reading room.
   - A. Uses.
     1. Individual activities such as reading, listening, viewing, and independent research.
     2. Small groups or large group activities such as project work and library instruction.
   - B. Space - 3000 square feet for seating 100 pupils with space provision for individual, small and large groups

C. Planning.
1. Locate in the quiet section of the center.
2. Locate the charging desk near the main entrance to the center.
3. Consider supervision of pupils when designing the area.
4. Consider movable partitions for dividing reading room for instructional purposes.
5. Provide shelving to accommodate required number of volumes and other materials.
6. Provide window areas which do not interfere with shelving or with educational objectives or procedures of the center; no natural light from ceiling.
7. Provide accoustical treatment for ceiling and floor.
8. Provide electrical outlets in sufficient quantity to allow for expanded use of audio-visual equipment.
9. Provide shelving for reserve materials within the charging desk area.
10. Provide movable furnishings.
11. Equip with bulletin boards large enough for displaying posters, maps, book jackets, etc.
12. Allow for ventilation; consider air conditioning.

II. Small group areas.
A. Uses - group activities such as project work, listening, previewing, and committee work.
B. Space - 150 square feet each for at least two areas.
C. Planning.
1. Locate adjacent to materials research area; separate by glass partition.
2. Consider using a soundproof folding partition between conference rooms.
3. Consider providing typewriters for student use.
4. Provide light control facilities.
5. Provide accoustical treatment and ventilation.
6. Provide electrical outlets for ready use of equipment.
7. Equip with conference tables and chairs.

III. Office space.
A. Uses - professional duties of administrative staff.
B. Space - 150 square feet.
C. Planning.
1. Locate close to materials research area and the workroom.
2. Furnish with standard office equipment giving special emphasis to adequate shelving.

IV. Work area.
A. Uses.
1. Cataloging and processing materials.
B. Space - 1200 square feet.
C. Planning.
1. Locate with easy access to receiving and delivery area.

2. Provide electrical outlets, separately fused, in readily accessible places.
3. Provide movable partitions between cataloging and processing area and production and repair area.
4. Provide work sink with counter space.
5. Provide storage facilities, with special provision for pictures and posters.
6. Provide adjustable shelving.
7. Provide ventilation, particularly in the production area.
8. Equip with typewriter, worktable, chairs, and card catalog or shelf list.

V. Storage and maintenance area.
   A. Uses.
      1. Live storage such as back issues of periodicals, models, seasonal materials, and equipment.
      2. Dead storage such as materials not immediately usable, but too valuable to discard.
      3. Minor repairs of audiovisual equipment.
      4. Storage for equipment used in the center.
   B. Space - 800 square feet.
   C. Planning.
      1. Locate adjacent to the work area.
      2. Locate near the administration office area.
      3. Provide maximum amount of shelving.
      4. Provide counter area and step stool or ladder.

VI. Faculty resource area.
   A. Uses.
      1. Professional library and study area for school staff.
      2. Available for staff conferences or team conferences.
   B. Space - 500 square feet.
   C. Planning.
      1. Locate as conveniently as possible to all units of the building for ready access by all teachers.
      2. Provide individual work areas available to staff members for independent study, research, or conferences.
      3. Design to house all the professional materials used by the teaching staff.
      4. Design as a center for acquainting staff members with new media and techniques.

VII. Listening and speaking laboratory.
   A. Uses - provide all students with an opportunity for oral-aural practice.
   B. Space - 900 square feet.
   C. Planning.
      1. Locate in or near the IMC, accessible to academic units.
      2. Design for film projection and closed-circuit television reception.
      3. Equipment with projection screen, blackboards, storage for tapes, etc.

4. Consider portable language laboratory equipment.

VIII. Dark room.
- A. Uses - preparation of instructional materials.
- B. Space - 100 square feet.
- C. Planning.
  1. Locate adjacent to work area and storage and maintenance area.
  2. Provide light control doors.
  3. Provide corridor access.
  4. Equip with acid-resistant counters and shelving and sink.

IX. Television studio.
- A. Uses - closed-circuit television in such techniques as electronic enlargement, direct instruction, enrichment, team teaching, and in-service teacher education.
- B. Space - 500 square feet.
- C. Planning.
  1. Locate in or adjacent to the IMC.
  2. Allow sufficient height for overhead lights and sound equipment.
  3. Eliminate window areas.
  4. Provide air conditioning and ventilation.
  5. Provide smooth floors.

X. Developmental reading room.
- A. Use - provide a climate to foster improved reading habits.
- B. Space - 800 square feet.
- C. Planning.
  1. Locate in or near the IMC.
  2. Design to accommodate regualr class instruction.
  3. Provide portable room dividers for setting off space where individual or small group use of projector-type reading device can be utilized.
  4. Provide electric outlets at strategic locations for using electrically operated reading devices.
  5. Provide several wall-mounted screens in the room, positioned to facilitate simultaneous use of projection equipment.
  6. Equip with individual desks and worktables, shelving for materials, adequate storage for projectors, tachistoscopes, controlled readers, reading pacers, and teaching machines.

Johnson, Marvin R. A. "Facilities and Standards," Library Trends, XVII, No. 4 (April 1969), 362-373.

(60) The first portion of the article compares the 1960 and 1969 Standards. Based on the 1969 Standards, the author creates a realistic picture of a functioning library or media center. He describes classes using the IMC, teachers cooperating on projects, bringing in of special speakers, the wide variety of materials available, the physical facilities designed to reduce disturbance and attract learners, subject

learning areas, the use of television and radio, and computer-assisted instruction. The author continues by describing a possible process of developing a one room library into an active media center.

Jones, Milbrey L. Sources for Audiovisual Materials. Washington, D. C., Office of Education, Department of Health, Education
(62) and Welfare, 1967.

This publication describes selected lists of audiovisual materials and periodicals which review audiovisual materials, and also provides a directory of publishers. Guides listed will help locate reviews for slides, transparencies, maps, etc.

Titles of general guides:

Films for Libraries.
We Read.
EFLA Evaluations.
Educational Media Index.
Film Evaluation Guide.
Programmed Learning: A Bibliography of Programs and Presentation Devices.
School and the Art of Motion Pictures.
National Tape Recording Catalog.
Recordings for Children.
Programs '63.
Tapes for Teaching.
Learning from Pictures.

Special and subject lists:

African Encounter.
The Teacher's Library: How to Organize It and What to Include.
Source of Materials for Secondary School Teachers of Foreign Languages.
Music in General Education.
Films and Filmstrips for Art Education K-12
Geography in the Teaching of Social Studies
Films on Art
MLA Selective List of Materials for Use by Teachers of Modern Languages in Elementary and Secondary Schools.
Reviews of Films.
An Invitation to the Performing Arts.
An Annotated List of Recordings in the Language Arts for Elementary Schools, Secondary Schools, Colleges.

Periodicals reviewing audiovisual media.

Audio Cardalog.
Audiovisual Instruction.
Booklist.
Clearinghouse.

Educational Screen and AV Guide.
Film News.
Grade Teacher.
Horn Book Magazine.
Instructor.
Library Journal.
Saturday Review.
School Library Journal.

Subject journals reviewing audiovisual media.

American Biology Teacher.
Elementary English.
English Journal.
Exceptional Children.
Hispania.
Industrial Arts and Vocational Education/Technical Education.
Journal of Geography.
Journal of Health, Physical Education and Recreation.
Physics Teacher.
Science and Children.
Science Teacher.
Special Education.
Social Studies: A Periodical for Teachers and Administrators.

Katz, William Armstrong and Gargae, Berry. Magazines for Libraries; for the General Reader and Public, School, Junior College and
(63) College Libraries. New York: R. R. Bowker, 1969.

As the title indicates the publication is an annotated bibliography of magazines for public libraries, school libraries, school teachers and administrators, junior college, university and special libraries. Information given in the entry includes: title, date of first issue, frequency, price, editor, publisher and address, illustrations, index, advertizing, circulation, microform or reprint, indexed, book reviews, audience, reference value, judgment value, and an annotation. It is arranged by subject subdivisions. The appendices have: (1) a listing of newspapers under similar format to periodicals, (2) select lists by type of user, (3) a bibliography of bibliographies for different users listed under subject areas. It is indexed.

Kelley, Gaylen B. "Technological Advances Affecting Instructional Materials Center," Library Trends, XVIII, No. 4 (April 1969),
(64) 374-382.

Manufacturers have not developed instructionally suited models of their equipment. Although this article is a request to publishers for school-oriented equipment, it serves well as an equipment selection guide. Characteristics of media interface units:

1. Devices are needed for individual or small groups use of conventional media. They should be designated for use by two or three students at most.
2. Equipment should operate as quietly as possible.
3. Lamp life should be measured in terms of years instead of hours. Low output levels needed for small screen presentation should make this feasible.
4. Devices should be visually pleasing with controls well marked, color coded or otherwise engineered so that a pre-school child may use materials with a minimum of supervision or instruction.
5. It must be resistant to breakdown.
6. Provisions should be built into equipment to clean and lubricate film or tapes automatically as materials are used. Especially important when encapsulated media such as 8mm loops or tape cartridges are used.
7. Claws, sprockets and other similar film handling components should be eliminated in order to minimize damage and prolong the life of teaching materials.
8. Encapsulation of all materials should be encouraged if they lend themselves to it.
9. Standardization of formats should be demanded. New formats should be encouraged because of their technological superiority rather than because of economics.
10. Components subject to wear or deterioration should be easily replaceable, preferably without the use of tools. Integrated circuits, standard components, unitized construction and modular design all contribute to simple maintenance and minimal downtime.

There is a need for storage facilities designed for each media so that it may be shelved on shelves. The plastic boxes used for 8mm loops are a start in the right direction. Such storage containers need to be durable. Processed materials are a must whether through local centralized processing or commercial. Computers are valuable for information storage and retrieval, but they are feasible only for larger schools or a school system which could then serve small schools, and they are very costly. A center should be planned for future use of computers. Audio and video programs must be planned and produced for the specific tape format designed into the system, because they are not usually available commercially. Audio tape programs usually are four to a deck so that the first user controls what any other user might want to hear. Video retrieval units are expensive and not very reliable in automatic access modes. The video tape technology is not yet up with the audio. Duplication on cassette tapes might be better than dial access, both for cost and convenience. IMC's need to be adequately supplied with electrical outlets, carrels capable of being equiped with electrical equipment should be purchased, carrels should be able to be located near electric outlets, lighting must be controllable, and the whole center needs to be accoustically treated.

Kamper, Robert E. "Strategy for Success," Educational Screen and AV Guide, XLVIII (June 1969), 13.

(65) A practical and evaluative questionnaire designed to guide the media director and others in improving the media center and its services. Questions to ask:

1. Where is the media program now?
2. What media services are provided now?
3. What is priority in relation to other school programs and activities?
4. What are our strengths and weaknesses?
5. How did the media program achieve its present status?
6. What are past and present images?
7. How important were the 1960 Standards to growth?
8. Did our past success rest with a few key people?
9. Can our past financial policy help us today?
10. Where will we go without a policy change?
11. What will be our role and how strong will our position be?
12. Where will we find our future financial support, and what will our future reputation be?
13. Will we have adequate resources?
14. Will adoption of 1969 Standards result in more effective services?
15. What financial support is expected from both external and local services?
16. Do 1969 Standards mark a position where we would like to be?
17. What criteria can we employ to measure user satisfaction?
18. What theory of instructional media do we want to hold, what goals can we set up for this theory, what objectives must be reached?
19. How well do the present operations projected into the future measure against these criteria?
20. How can we modify where we are going?
21. Should we seek new services? goals?
22. Will this change bring us close to our goals?
23. What will be the net effect of changes and what priority should be given to each one?
24. What should be the timing of an action program to achieve our objectives?
25. What target dates for achievement of the change should we establish?
26. Who will be responsible for each program?
27. How will we know when we have provided effective and efficient service?
28. What are the quantity and quality of resources and what procedures will work best to achieve what we wish to accomplish?

Kujoth, Jean Spealman (ed). Readings in Nonbook Librarianship. Metuchen, N. J.: Scarecrow Press, 1969.

(66) The editor has collected articles appearing in library journals concerning processing, handling, and use of various media. Articles included are aimed at all library levels, not just school libraries. They are both theoretical and practical. Some are useful to the administering media specialist. These titles will indicate some of the information covered: Film Evaluation and Criticism; Establishment and Care of a Library Record Collection; Classification Chaos; World Tapes for Education - a Resource for Elementary School Libraries; Classification of Four-track Tapes; Information File in the Secondary School; Don Mills Uses Dewey to Classify Pamphlets; Organizing Library-based Audiovisual Materials; Cataloging Non-book Materials; Choosing Audiovisual Equipment.

"The Lading," Audiovisual Instruction, XII, No. 3 (March 1967), 218-224.

(67) This is a directory of media and equipment producers and distributors. Brief notes explain media or equipment handled by each company.

Lee, Montrose. "A New Concept in Elementary Library Service," Audiovisual Instruction, X, No. 9 (November 1965), 710-711.

(68) The instructional media center of Williams School in Gary, Indiana, is an example of one around which revolve teachers and students, tools and equipment, services and activities, and interests and enthusiasms. There are thirty-two classrooms and each class is scheduled for work in the library. In kindergarten through second grade, students are introduced to the media center. Third through sixth grade students come to answer questions, work on committee reports, get information for debates, browse, explore a subject in depth, read for fun, select books for classroom collections and preview pictures, slides and magazines. The coordinator may present some materials to the class. All materials may be checked out by teachers for class use. The staff consists of one full-time coordinator with fifth and sixth grade helpers. One a bulletin board are pockets for each teacher. The teacher fills out a charge card for equipment indicating the time desired. Helpers distribute the equipment at the time indicated on the card. An area for map and globe study is provided as is an area to learn the use of equipment.

Lemler, Ford L. "Descriptive Cataloging, Task Force Group III," Audiovisual Instruction, XII, No. 4 (April 1967), 338-330.

(69) An attempt to develop guidelines and standards for preparing information on audiovisual media to be incorporated into a computerized storage and retrieval system is presented.

Although it is designed for computer use, most of its suggestions are applicable to ordinary cataloging. They are commendable and should produce clear and informational catalog cards. It sets standards for: title, type of media, physical description, maturity range, year, distributor, producer, technical production, annotation, subject headings and class number.

Leon, Joseph L. "How to Catalog Magnetic Tapes," Audiovisual Instruction, XIII, No. 4 (April 1968), 371.

(70) The article suggests a method of labeling and "cataloging" magnetic tapes. The most convenient way to store magnetic tapes is in their original containers. They can be labeled easily. Color-coded reels may be helpful, but they must not be mixed up in rewinding. It is better to use a special leader to give cataloging information. One can use white for the leader and yellow for the tail. Write subject matter, author or lecturer, recording speed, total time, file number on tape with flow-tip pen. A pocket can be made and taped in the box for cards giving the cataloging data. To simplify searching out specific passages on a tape, use only $7\frac{1}{2}$ or 3 3/4 speeds and record in one direction only. Use only acceptable splicing tape; splicing diagonally. Polyester-base magnetic tape stores well.

Lewis, William C. "Buying and Audio Cassette Recorder: Things to Keep in Mind," Educational Product Report, III, No. 5 (February 1970), 8-10.

(71) The purchaser of audio cassette recorders faces a problem of too many machines on the market. Some are foreign and may be marketed in the United States by different companies, therefore, the same machine may have several names. The average machine is about four pounds, uses four to five 1.5 volt batteries of either C or D type, is operated with push buttons and costs about $54.55. They are usually marketed for general consumers although they say there'll be models for school use. Another problem is that some cassettes won't fit into some machines since there is no standard yet. The lack of internal AC power supply and conventional power cord provide problems and extra cost. Those that are so designed often aren't very good. Some machines will not mate with existing equipment in schools. Many recorders don't have high-level inputs for recording from reel-to-reel recorders and radios. They should come in protective cases with enough room for the usual accessories. Try to find out what length of battery life will be achieved with the machine being considered. The user should be able to get repair quickly and locally. Two other problems are that some belts have short lives, and it is hard to realign the heads in some machines. Some companies are beginning to add special features such as control signals, special switches, automatic level controls. Digital counters would help greatly.

Limbacher, James L. "Film Evaluation and Criticism," ALA Bulletin, LVIII, No. 1 (January 1964), 43-47.

(72) The author provides a practical guide for film evaluation.

I. Is it a film?
   A. Does it use the film medium strongly?
   B. Can it be done best on film?
   C. Would it be better as a filmstrip?
   D. Does narration really tell it all? would a record be more valuable?

II. Subject.
   A. Is it similar to others already in the collection?
   B. Does it have a different approach to the same subject?
   C. Has it been treated better in other films?
   D. Is it worthy of representation in your collection?

III. Interest.
   A. Will it attract audience attention?
   B. Does it "feel" like a theatrical or instructional film?
   C. Would your community be happy to have access to it?

IV. Technique.
   A. It is well photographed?
   B. Is the sound clear?
   C. Are optical and visual techniques used to clarify transition from one idea to another?
   D. Is narration good?
   E. Is it necessary?
   F. Does it synchronize with visuals?
   G. Is color well used?

   -A film can fail to meet some criteria and still be valuable for content or for being very good in one area.

V. Content.
   A. Is the film saying what you would like to know?
   B. Is it telling you something you didn't know before or telling it in a new way?
   C. Is it accurate and unbiased?

VI. Censorship.
   A. None of us enjoy being persecuted, pressed or threatened in selecting films, therefore films must serve a need.
   B. If a group is upset, this is alright; the material must have meaning and must be of good enough quality to have an impact.

VII. Prejudice.
   A. Is a film being ignored because of the philosphy of the film librarian?
   B. Should be able to find materials for public's need, not own philosophy.

VIII. Expense.
   A. Is it worth what it costs?
   B. Are others as good and yet less expsensive?

IX. Appreciation. Does the film add to the viewer's appreciation of cinema as a medium of expression and as a visual art? Try some without sound.

X. Audiovisual diseases.
   A. Committee-itis". There is a difference between experts in the area of a film and the committee forced to see every possible film.
   B. "Age-level-itis". A good film has no age level and will not look the same to two people.
   C. "Gripe-itis". Quit griping about what we don't have and make use of what we do have.

XI. Audiovisual reference aids.
   A. Do we have all the aids necessary to do a good job?
   B. Can we answer questions our patrons ask? Can we help other libraries?

XII. Participation.
   A. Don't let your outlook get stale.
   B. Get an audiovisual section in the state library organization.
   C. Get out and see movies and be aware of what's playing and let patrons know.

Lohrer, Alice. The Identification and Role of School Libraries that Function as Instructional Materials Centers and Implications for Library Education in the United States. Urbana, Ill.: Illinois University, Graduate School of Library Science, 1970.
(73)

In 1961, the American Association of School Librarians requested a status study to identify elementary, junior, and senior high school library programs which serve as instructional materials centers. In 1964, additional schools provided information. The schools were grouped according to quality of ser-service being given. The study indicated a relationship between: (1) IMC programs of library service, (2) librarians holding professional degrees, (3) availability of library schools, (4) state and school systems with library supervisors, (5) recommendations of national, regional and state standards for school libraries.

In the report each type of school is discussed. The amounts of specific types of materials in each are given. It also explains what facilities and services are provided. One chapter is devoted to describing characteristics of quarters and resources found in school libraries. The different selection aids used in the various schools surveyed are discussed. Another chapter concerns what type of processing procedures were used - if materials are cataloged locally, through central processing, or commercial catalogers. It gives data on different processing methods used. The study gives a general idea of what other media centers have done and how they have done it. It can provide ideas and serve as a source for comparison with the local center.

McIntyre, Blanche. "Your IMC Will Grow in Drawers, Boxes, or Bins," Wisconsin Library Bulletin, LXVI, No. 2 (March-April 1970), 83-84,76.

(74) The author gives suggestions for developing IMC facilities in old quarters. In the district center and one of the three elementary schools, facilities were remodeled. All four centers are accoustically treated and employ the "open concept". Stored near the IMC is all of the large equipment. The learning center has slide viewers, filmstrip previewers, headsets used singly or with jack boxes, tape recorders and players, reel-to-reel cassette recorders and players, and record players. Don't spend all the budget money right away. Avoid gadgets; keep operations simple. Improvise where it can be done effectively. The is a need for storage space for cabinets and drawers; 24x36" drawers for flat pictures and maps; cabinets for audiovisual materials such as tape, slides, single concept films, and accessories; recordings in sectioned cabinets; and transparencies in legal and letter file drawers or pamphlet boxes. The staff office should have a duplicator, a paper cutter, a transparency-making machine and supplies, dry mount press, and a copy camera with stand.

Media and Methods. Philadelphia, Pa.: Media and Methods Institute, Inc.

(75) A journal including articles, reviews and other related material on new products and ways of using media in instructional situations. Address: Media and Methods Institute, Inc., 134 N. 13th St., Philadelphia, Pa. 19107

Miller, Irvin Bennet. "Scheduling and Logging Educational Videotape Recorders," Audiovisual Instruction, XIV, No. 7 (September 1969), 66-67.

(76) A method used for scheduling and charging out videotape records is presented. It is simple and practical and seems to be applicable to other equipment. One form for scheduling was made up. At the left, a vertical column lists each day of the week, and under each day is listed each piece of equipment. Horizontally, the hours of the day are listed. As a recorder is requested, opposite its name the time requested, the classroom number, and initials of the requesting teacher are written in. A second form for each machine was designed to show use. Time is listed vertically. Horizontally are listed the teacher's name, course, tape number, mode and operation. At the top, space is provided for the date, name of the machine, and the number of hours of previous use. At the bottom is space for current use data and total hours of use. Space is left for comments on malfunctions for the repairman.

Miller, Marjorie, and Anhrum, Janet. "The Trump School: a Move toward Recentralization," Library Journal, XCIV (November 15, 1969), 4211-4112.
(77) Ridgewood School opened in 1960 operating under the recommendations of Trump designed to individualize learning and professionalize teaching. Team teaching is used and the school follows flexible scheduling. The school is designed with a central library and resource centers staffed by teaching assistants. After three years the centralized system proved inadequate and a centralized system was developed. The center has thirty-five viewing, listening, and conference areas. Materials are stored in listening and viewing areas and can be checked out by teachers for class or learning laboratories. There are three librarians, five clerks, a media director, a staff artist, and a clerk.

Miller, Robert H. "The Media Specialist: Broward County, Florida," Audiovisual Instruction, XII, No. 2 (February 1967), 132-139.
(78) The activities of the media specialist and the IMC in Broward County, Fla., are described as an effort was made to up-date services and facilities. The director's initial duties were to (1) assume overall direction of the media program, (2) meet teachers, supervisors, and administrators to plan academic programs, (3) prepare information programs and provide equipment and materials needed, (4) be part of the superintendent's planning committee, (5) work with architects and departments of the school in planning and improving facilities. The new facilities that developed were shown and explained to teachers. Audiovisual assistants prepare slide-tape presentations, make black and white pictures, shoot 16mm and 8mm films, make tapes and transparencies, and mount and letter.

The media center has all kinds of media including materials for professionals. All materials are listed in the card catalog, and the cards are printed at the center and sent to city and county schools. All schools now have a librarian or media specialist, or people in the school's IMC who are adding courses in media and library science. Television is included in the duties of the central IMC's director. Actually, he is in charge of everything. He oversees the production manager, the chief engineer (equipment manager), the utilization specialists (elementary, secondary, disadvantaged), the evaluation specialist (designs means of testing effectiveness of media and the media program), and the resource specialist. All of the professional staff can do work in other areas. A chart is included showing organization.

Muller, Robert. "Multi-media Shelving," Library Journal, XCV, No. 4 (February 15, 1970), 750.
(79) The author advocates integrated shelving of audiovisual materials, in so far as is possible. All media must be integrated as much as possible in the media center, so as to get

all media concerning a subject together. Ways of packaging are described that will facilitate shelving similar subject media together. Boxed materials can be shelved as they are. Filmstrip display racks can be used on shelves. For multi-media kits, shelve filmstrips with the other filmstrips and keep the records near-by with a see reference on each referring to the other.

National Audio Tape Catalog. Washington, D. C.: National Education Association of the United States, 1967.

(80) In this guide to tapes the tapes are listed under subject sub-divisions. Both single titles and series are listed. An LC call number accompanies each title. The entry includes: title, LC number, summary, producer, date, and broadcast restrictions. There is an alphabetical title listing, and see references are used.

Index to 35mm Educational Filmstrips. New York: McGraw-Hill, 1968.

(81) This is intended to be a comprehensive guide to filmstrips. It is an alphabetical listing of filmstrips by titles. Information given in the entry includes: title, series reference, type of accompanying sound or captions, color, annotation, producer, distributor, date. Series entries are listed. A producer-distributor listing is found in the back.

Nelson, Ervin N. "Media Industry: Its Structure, Growth, and Role in Education," Library Journal, XCV, No. 6 (March 15, 1970), 1159-1161.

(82) Several producers are listed along with some general, but important suggestions concerning acquisition of audiovisual materials. Some of the suppliers: (1) Educational Audio-Visual and Calhoun Company are well known school supply companies, (2) John Kroll is a filmstrip distributor, (3) Stanley Bowmar specializes in records, (4) Hudson Photographie provides 8mm loops, (5) Alesco is a source of curriculum units. Distribution patterns haven't yet developed. Everyone has gotten into the game and all are after the library's and the school's money. It is best to buy from long-established dependable producers or publishers who have to keep up their image, and therefore, will try to put out good materials. The following are some suggestions for keeping ahead of the salesmen: (1) know what's being taught in each school and the school's educational philosophy, (2) attend institutes and workshops, and read professional journals on audiovisual subjects, (3) determine leading audiovisual materials suppliers and keep acquainted with their catalogs, (4) listen to teachers' and other librarians' recommendations for films and filmstrips, (5) a good film and/or filmstrip company will provide for previewing or "purchase-subject-to-approval".

"The New Standards," Library Journal, XCIV, No. 18 (October 15, 1969), 3792-3793.

(83) A comparison of the 1969 Standards with the 1960 Standards and the 1965 audiovisual standards is presented for easy comparison. It also provides a quick summary of materials and equipment standards. The following is the summary of the 1969 Standards:

Materials	1969 Standards
Books	At least 6,000-10,000 titles representing 10,000 volumes or 20 volumes per student, whichever is greater.
Magazines	
Elementary (K-6)	40-50 titles
Elementary (K-8)	50-75 titles
Junior high	100-125 titles
Secondary school	125-175 titles
All schools	In addition: necessary magazine indexes and duplication of titles and indexes as required.
Newspapers	
Elementary	3-6 titles
Junior high	6-10 titles
Secondary	6-10 titles
All schools	One local, one state, and one national newspaper to be represented.
Pamphlets, clippings and miscellaneous materials	Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings and other materials appropriate to the curriculum and for other interests of students.
Filmstrips	500-1,000 titles, representing 1500 prints or 3 prints per pupil, whichever is greater (the number of titles to be increased in larger collections)
8mm films	
Single concept	1½ films per student with at least 500 titles supplemented by duplicates.
Regular length	Because of the nature of certain media forms and the evolving of transitional development of others, quantitative recommendations cannot be given. An abundant number should be available in the media center.

16mm films	Access to 3000 titles
Tape and disc recordings	1000-2000 titles; 3000 records or tapes or 6 per student
Slides	2000 including all sizes
Graphic materials	1000 with duplicates as needed
Pictures and study prints	Access to 15 sets per teaching station plus 25 sets available from the center
Globes	
Elementary	1 globe in each classroom and 2 in the media center
Secondary	1 globe per 5 classrooms and 2 in the media center
All schools	Special globes in the media center
Maps	1 map for each region studies and political, economic, weather, and historical maps for areas studied
Microform	To be purchased as available on topics in the curriculum. All periodical subscriptions indexed in Readers' Guide and newspaper files should be obtained as needed
Transparencies	2000 transparencies and a selection of subject matter masters
Other materials	Programmed instruction materials, kits, realia, art objects, video tape recordings, remote access programs, resource files.

Equipment

16mm sound projectors	
Basic	1 per 4 classrooms plus 2 for each media center
Advanced	1 per 2 classrooms plus 5 per media center
8mm projectors	
Basic	1 per 3 classrooms plus 15 per media center
Advanced	1 per classroom plus 25 per center
Filmstrip projectors	
Basic	1 per 3 classrooms plus 1 per center
Advanced	1 per classroom plus 4 per media center

Overhead projectors	
Basic	1 per classroom plus 2 per center
Advanced	1 per classroom plus 4 per center
Record player	
Basic	1 per classroom, K-3
	1 per grade level, 4-6
	1 per 15 classrooms in junior and senior high school
	3 per media center
Advanced	1 per classroom, K-6, plus 5 per center
	1 per 5 classrooms plus 5 per media center in junior and senior high school
Tape recorders	
Basic	1 per 2 classrooms in elementary school plus 2 per media center
	1 per 10 classrooms in junior and senior high schools plus 2 per center
	1 set of earphones for each recorder
Advanced	1 per classroom plus 10 per media center in elementary schools
	1 per 5 classrooms plus 10 per media center in secondary schools
	1 set of earphones for each recorder

"1969 Standards for School Media Programs," Wilson Library Bulletin, XLIV, No. 8 (April 1970), 865.

(84) The article presents a critical review of media standards, considering them merely suggestions. So far, there has been no research or other background on which to base figures and standards. To meet the number of volumes is downright expensive, and many libraries never got near the 1960 Standards. The following ought to be considered: (1) is it wasteful for a school library to collect 10 to 20,000 volumes when it's closed nights, weekends, and summers? (2) are the standards meaningful when so obviously unattainable in many states? (3) what practical value is there in standards without guides for evaluating equipment and collections? (4) 1960 Standards were not met - to what extent was education hampered by this? Despite the standards, one must ask: (1) does budget permit replacement of existing materials, (2) are new reference books purchased throughout the year? (3) can the library accommodate students involved in individual or intensive programs? (4) do students of varying abilities find materials? (5) to what extent are teachers able to keep up on new trends in their fields?

Plan for Progress in the Media Center. Des Moines, Iowa: Iowa State Department of Public Instruction, 1969.

(85) This handbook was designed to assist in the planning and developing of Iowa media centers. The media center is a

centralized collection of materials and service with a staff of professional personnel working closely with teachers and administrators. It serves students by: (1) indicating available materials, (2) teaching how to locate and use materials, (3) teaching how to evaluate, (4) providing an atmosphere for inquiry, (5) teaching them how to relate to outside sources, (6) encouraging creativity. It serves teachers by: (1) cataloging all media, (2) maintaining a professional library, (3) assisting in selection of materials for a unit, (4) assisting in planning and making media, (5) providing information on outside sources, (6) aiding in correlation of data, (7) giving information on new techniques, (8) providing pre-viewing facilities. It assists the administration by: (1) central purchasing of media and equipment, (2) maintaining inventory of materials and equipment, (3) providing in-service training, (4) avoiding needless duplication of learning materials, (5) providing a central collection of area facts, (6) buying guides, etc., (7) maintaining circulation records, (8) central distribution of equipment, (9) continuous orientation to new ideas, (10) providing a central area for production, etc.

The first media specialist needs to be a generalist in library science and media. Clerks are needed for: typing, keeping records, sending notices, opening mail, shelving, repairing, mounting media, circulation, etc. Technicians can be trained in graphics, materials processing, television, photography, and media production. The percentage of professional staff needed for increasing stages of development is outlined.

The center is to be centrally located with study areas for reading, browsing, listening, and viewing. Office area should be provided for professional personnel. Work area is needed for cataloging and processing, storage, and production, as well as a faculty area and space for a professional collection. Materials are to be selected by media professionals. The budget should be set up to insure continued improvement. Ratios are given for increasing amounts of media in the center as it develops. Ratios are similarly given for equipment. The manual has a bibliography on selection, cataloging, teaching use of the media center, and professional media, which is very good.

"Policies and Procedures for the Selection of School and Public Library Materials," South Dakota Library Bulletin, XIV, No. 1
(86) (January-March 1968), 3-17

A collection of policies and procedures that have been drawn up for selecting books and other materials in South Dakota public schools and libraries. Oriented to books, and it is very useful for this, but it is also useful for other materials. A general listing of selection policies, and criteria are given followed by several specific libraries' criteria, selection aids, policies, and objectives.

Quinly, William J. "The Selection, Processing and Storage of Non-print Materials: Aids, Indexes, and Guidelines," Library
(87) Trends, XVI, No. 2 (October 1967), 274-282.

There are very few good guides to media. Films for Libraries, Audiovisual Equipment Directory, and Educational Media Index are three useful guides. Technicolor Corporation publishes a comprehensive list of 8mm films. For records and tapes there are the Schwann Long Playing Record Catalog, the HiFi/Stereo Review's annual, and Harrison Catalog of Stereophonic Tapes. LC cards on media are often late and few. Instead, some libraries are using computers with automatic typesetters hooked up to them. Some use computers for storing data. EDUCOM (Inter-University Communications Council) is working on EDUNET connecting educational resources and data banks of the nation.

"Role of School Librarians and Audiovisual Specialists; a Position Paper," Audiovisual Instruction, XIII, No. 4 (April 1968),
(88) 378-379.

The article puts forth the duties of a media center director. The activities are: (1) to consult with individual teachers on use of audiovisual materials and to provide and conduct in-service activities for groups of teachers, (2) to obtain instructional materials for teachers on request, (3) produce audiovisual materials and assist others in production of materials, (4) to keep classroom teachers informed of available materials and new acquisitions, (5) to arrange for previews of audiovisual materials, (6) to provide inventories of audiovisual equipment and materials and select and purchase same, (7) to train students as operators of audiovisual equipment, (8) to keep audiovisual materials and equipment in repair, (9) to assist with building planning, and to provide details of size, accoustics, lighting, and arrangements of each room in each building as it pertains to the use of educational media, (10) to attend school workshops, exhibits, conferences, etc. to learn about latest developments, materials and technology available for use in the classroom, (11) to promote public relations, (12) to issue bulletins giving information on availability and effective use of audiovisual materials and equipment, (13) to develop long-range plans to critically analyze and evaluate effect audiovisual instruction and then take action to improve it, (14) to design and manage provisions for newer approaches to mediate instruction, random-access methodology, computer-assisted instruction, and televised instruction.

Rompf, Everett. "Electronic Access to AV: Guidelines to Successful Planning," Audiovisual Instruction, XV, No. 7 (September
(89) 1970), 45-47.

The author has developed a guide for implementing and using dial access.

1. Define education objectives - not equipment - and know

what you're going to do with the equipment when it comes. Don't buy equipment just because it is the latest thing.

2. Obtain faculty support, because they're going to be using it.
3. Do more than read about dial-access by visiting existing systems, and take other staff members.
4. Analyze costs of installation, use, maintenance, and repair.
5. Weigh the alternatives to dial access. Is it cheaper and/or better to let students check out materials and equipment or have a dial access system. For example, cassette tape recorders are inexpensive, portable, have personal control, and can record a wide variety of materials. On the other side, are problems of handling, storage, servicing, and cataloging when cassettes are used. Both can exist in an IMC.
6. Find a good media director and communicator. He needs to have educational and media experience, professional authority, and personality to communicate.
7. Provide incentives for teachers, such as release time, compensation for summer work, funds for travel and research, workshops, committee involvement, competent assistance in production and selection of materials, latitude in selection and use of materials, appropriate materials be available, an administrative commitment, quality equipment and maintenance, cataloging of materials.
8. Prepare early to provide software to use with the hardware and plan programs with teachers. Dial access is used much for review, make-up, drill, enrichment, lectures, and remedial lessons in many subject areas, especially for languages, music, stenography, speech, and drama.
9. Maximize student use. The whole school has to be behind the program. Carrels should be designed to eliminate distractions and stimulate learning. Make carrels accessible so they will be more likely to be used. Since interaction with materials is most effective, provide for oral responses, written responses, or note taking. The program shouldn't be too long, but it must be of high quality.

Rowell, John. "How to Tell if Your Library is Adequate," Nations Schools, LXXVII, No. 2 (March 1966), 99-102.

(90) Some guidelines for evaluating the school library program are given in this article. The administration should have an understanding of and support for the library's role in the total educational picture. It should be alert to innovations in service patterns, materials acquisitions, and continuing in-service programs. It ought to know the standards for school libraries and see that the media specialist in the library has

an educational background.
Some questions to ask:

1. Personnel.
   A. Are services of a professionally certified school librarian available to the school district?
   B. Is the number of such personnel commensurate with the enrollment? the instructional program? the responsibilities required?
   C. Does the number of library personnel meet the state's mandated or recommended standards? national standards?
   D. Is the amount of clerical assistance provided adequate in terms of releasing the professional personnel from non-professional duties?
   E. Are the services of an audiovisual specialist provided?
2. Budget.
   A. Has the school board established an annual per pupil library book budget of from $8-12, or at least $4-6?
   B. Are the materials purchased with these budgeted funds and selected under the direction of a librarian or other materials specialist?
   C. Are nonprint instructional materials budgeted for in a proportion commensurate to the instructional programs' use of them and to the extent that they are used by the faculty and students?
   D. Is there a projected budget for the acquisition of instructional materials developed in conjuction with a long-range acquisitions program.
   E. Is maximum use being made of available federal funds designed for the acquisition of instructional materials and the development of library services?
3. Quality.
   A. Are both print and nonprint materials available for use by teachers and students?
   B. Is there a minimum of ten to twenty carefully selected books per pupil?
   C. Is the instructional collection updated annually and is this annual acquisition conducted throughout the year?
   D. Is the selection of materials the result of a cooperative process undertaken by the administration and curriculum specialists, the teachers, and the materials specialists.
   E. Is the selection of instructional materials based on a written selection policy endorsed by the school board?
   F. Is the entire collection evaluated periodically and are materials considered out of date, inferior, superseded, or physically distressed weeded from the collection?

4. Facilities.
   A. Does the schcol or the district endorse the concept of centralizing all instructional materials either physically or through indexes and location files?
   B. Are the instructional materials and services as accessible as staff, budget, geography, and available space permit?
   C. Is there a long-range plan to improve the accessibility?
   D. Can each of the criteria outlined above in the discussion of the physical facilities be answered in the affirmative?

Rufsvold, Margaret I. and Guss, Carolyn. Guides to Newer Educational Media. 2d ed. Chicago: American Library Association, 1967.

(91) This is a valuable guide to catalogs and lists, services of professional organization, and specialized periodicals which systematically provide information on newer educational media. It is excellent for finding selection guides in special areas. It includes guides to materials requiring special equipment for utilization. It excludes maps, charts, globes, and other materials not needing special equipment. It also excludes trade catalogs, school catalogs, special interest groups' catalogs and foreign catalogs. Materials included should be available nationally and were published between 1957-1967. They are separate publications designed to inform potential users concerning availability and educational utility of one or more types of materials. Each entry includes title, producer, address, date, cost, length, scope, arrangement, entries, and special features. The book has a section listing periodicals. Each entry gives title, publisher, address, price, frequency, and an annotation. In the appendix, is a list of catalogs and lists published since 1957 but out of print in 1967. It is indexed.

Rufsvold, Margaret I. "Guides to the Selection and Evaluation of New Educational Media," Audiovisual Instruction, XII, No. 1

(92) (January 1967), 11-15.

This is a bibliography of 100 indexes, catalogs and reviewing services currently available. Fifty-three have been published in the last ten years. The bibliography includes trade catalogs and catalogs of colleges, public libraries and schools. Also listed are periodicals and newspapers which give some space to non-print materials.

Saltzman, Stanley D. "Instructional Materials Center, the Hub of Learning," Audiovisual Instruction, XII, No. 8 (October 1967),

(93) 802-804.

The plan of a building media center is shown and its activities in the modified facilities are briefly described. Thirteen teachers, each in a different subject area, are in the IMC each day, as well as the librarian. The objectives of the media center: (1) service, (2) assistance, (3) ideas, (4) resource persons, (5) simplify the dynamics of communications, (6) efficiency, (7) accessibility, (8) investigation of requisitions, (9) workshops. The system was set up to catalog, distribute and collect materials. It contacts people for field trips, makes slides, bulletin boards, programmed learning materials, transparencies, and sets up ETV. The administrator oversees: (1) utilization of materials, (2) correlation of materials for efficient use, (3) interpretation of materials, (4) evaluation of materials, (5) development of new materials and techniques for use, (6) setting of standards of service, (7) maintenance of lines of communication.

Saunders, Helen E. The Modern School Library; Its Administration as a Materials Center. Metuchen, N. J.: Scarecrow Press, Inc., 1968.
(94)

The book was designed as a text for a basic course in library administration with an emphasis on service. Several chapters are especially useful in media administration. Chapter six is concerned with selection and acquisition of materials. It includes a discussion of selection guides, magazines that aid in selection, selection of materials and equipment, paperbacks, and professional collection materials. There is a sample evaluation form. Weeding and acquisition procedures are presented. Chapter seven discusses the processing and circulation of materials. It presents various aspects of centralized processing, commercial processing, and local processing. It has several sections on cataloging, cataloging aids, book catalogs, and circulation procedures. The housing of the library collection is the subject of the eighth chapter. Collection arrangement, equipment and facilities needed are discussed. Each chapter is followed by a bibliography covering each topic discussed in the chapter.

Schoenhals, Neil L. "The AV Hardware is Here...but Where's the Software?" Industrial Arts and Vocational Education, LVIII, No. 6
(95)

The names and addresses of some audiovisual publishers are listed which will aid the media director find software for his media center. Titles of a few publications are included, also.

Educator's Guide to Free Films
Educational Sound Filmstrip Directory
Audio Visual Source Directory
Free and Inexpensive Learning Materials

3M Company, Visual Products Division, P. O. Box 3344, St. Paul, Minn. 55010

Keuffel and Esser Company, Education/Audiovisual Division, Hoboken, N. J. 07030

DCA Educational Products, Inc., 4865 Stenton Ave., Philadelphia 19144

Valiant Instructional Materials Corporation, 172 Walker Lane, Englewood, N. J. 07631

United Transparencies, Dept. 91 A3, Box 688, Binghampton, N. Y. 13902

"2d Annual Red Book of Audiovisual Equipment," Educational Screen and AV Guide, XLVIII, No. 11 (November 1969), 12-41.

(96) The Red Book is designed to bring users up to date on equipment in the audiovisual field. It provides descriptions, but not value judgments on quality of equipment. The purchaser will find it useful, because it lists several models of different companies, thus providing comparison. It lists equipment in categories according to producer. At the end of the listing is a code index to the manufacturers and their addresses. Information given in the entries includes name of the model and its number, its capabilities, and its physical appearance. It does not give prices.

Sgro, Larry and Munger, Ralph. "Audiovisual Materials: Purchase or Produce," Wisconsin Library Bulletin, LXVI, No. 2 (March-April 1970), 88-90.

(97) The author discusses the need for use of media in education. There are several ways of acquiring media. One can obtain media through producer-distributor representatives, by reviewing and ordering from literature, and making materials locally. The bibliography of resources of audiovisual materials includes books containing resource lists and guidelines for selection of media, periodicals containing reviews and use of media, and producers and distributors of media. Local production of media is briefly discussed.

Shaver, John M. and Fleetwood, Carlton. "The Audiovisualist and Centralized Purchasing," Audiovisual Instruction, X, No. 10 (December 1965), 770-773.

(98) A state-wide purchasing program, its advantages and disadvantages are discussed. North Carolina has a state administered program for central purchasing of equipment. Equipment is classified according to educational function and the lowest bidder (vendor or manufacturer) meeting specifications will be eligible for being chosen as the source for the new equipment. Long-range plans and programs are developed and approved by the state, and accordingly, purchase orders are sent to the vendors. Some advantages to the purchaser: (1) specifications can be worked out by the state engaging the services of pro-

fessionals, (2) professional purchasing skills can be applied in designing, soliciting, and evaluating bids, (3) purchase can be made under a uniform set of contract terms benefitting both seller and user, (4) time and money are saved by eliminating duplication, (5) tend to get equipment at lower prices.

Some of the aspects from the users point of view: (1) relieves school personnel from pressure of local vendors, (2) easier and more successful to complain through the state to the vendor, (3) all schools can buy equipment at uniform prices, (4) desired but unneeded or not so useful equipment is eliminated by professionals, (5) enables the state to get favorable prices on quality equipment, (6) bidders meeting the specifications will vary, so there is no standardization in the schools, (7) vendors chosen are operating at small profit margins, therefore they are not likely to give much service, (8) bidder may be far away from some schools and this will increase the cost of repair, (9) some vendors do not instruct users in the use of equipment, (10) the whole ordering process takes longer, (11) hard to get new equipment at other times of the year, (12) purchasing agent gets overwhelmed with work, (13) teachers with highly specialized needs may not get needed equipment, (14) demand for low price may mean low quality, (15) manufacturers can't count on being vendors often.

The biggest advantage is saving money. Following experience under the state plan, these conclusions were made: (1) schools saved money, (2) schools have more audiovisual equipment available to teachers through the use of a central purchasing agency, (3) state is better able to audit NDEA funds, (4) better equipment due to quality control, (5) long-range planning is necessary, (6) dealers do not give the same service as they do elsewhere, (7) purchasing agency should be adequately staffed.

Standards for School Media Programs. Chicago, Ill.: American Library Association; Washington, D. C.: National Education Association, (99) 1969.

The 1969 Standards provide a comprehensive listing of standards for instructional media programs. It aims to stimulate improvement of such programs through the country. It covers duties of personnel and their qualifications, amounts of materials and equipment, purposes of a media program, brief suggestions on selection and accessibility to the collections, and expenditures on different media levels.

Standards for the Development of School Library Programs in California. Los Angeles, Calif.: Audiovisual Education Association of California, 1967.
(100)

Qualitative and quantitative standards are given for programs, personnel, materials, facilities, and equipment for grades K-12. Designed to allow for advancement, a phase approach is used to allow schools to determine the quality of

an improved program. The basic standards for personnel and materials are given in progressive stages of development. The library should be geared to the concept of individual learning. It should be located so that it is accessible during and after school. The librarian ought to be accessible to people in the library. The floor plan should lessen crowding and disturbance; the environment should be pleasant. Beginning with ten percent of the enrollment, work to twenty-five percent for seating in the library. Provide space for a reading room, circulation, resource keys, informational reading, listening and viewing, microfilm viewing, conference rooms, work room, office, storage, rest rooms, and typing rooms. General library equipment and furniture is needed. Similar information is given for media centers on the district level.

General administrative principles: (1) teacher should be involved with evaluation and selection of materials, (2) teachers must know what materials are available, how and where to obtain them, and how to use them, (3) educational equipment and materials should be as close to teachers and students as is economically feasible, (4) materials and equipment should be available at any time, (5) circulation procedure should be fast and simple, (6) materials in the collection must be related to curriculum and educational plans, (7) each material has good and bad points that must be considered for use, (8) materials must be current, accurate, authentic, and kept in good condition.

Amount of media per student ratios are given for different types of media. In purchasing equipment, consider: (1) at what general age level will individualized use of the media found in the library be encouraged? (2) to what extent will individual, small group, or class size groups be encouraged to use materials, (3) will audio programs be distributed from a central point or will it be provided to individuals? (4) what equipment will be circulated? (5) will there be open shelves? (6) what types of viewing and listening centers are there? (7) is rear or front screen projection used? Have equipment for filmstrips, slides, 8mm cartridge films, 8mm non-cartridge films, 16mm films, transparencies, reception of tape and recorded materials, reception of radio programs, reception of television, micro-readers, and materials for local production.

Stoops, Betty. "Cataloging and Classification Systems for Instructional Materials," Audiovisual Instruction, IX, No. 7 (Septem-
(101) ber 1964), 427-428.

Procedures for classification, cataloging and circulation of audiovisual materials are explained as they are followed one school district. The author advocates the use of Dewey for classifying becuase it is flexible, adaptable to all types of materials, allows similar subjects to be shelved together, can be expanded, and is familiar to library users. Cataloging is done centrally for the school system and printed cards are

purchased when possible, usually LC. Films are handled centrally by the audiovisual advisor. They are requested by telephone and delivered daily by truck. The system uses a color code on the cards, materials, and checkout cards. The call number consists of an abbreviation for the type of material, a Dewey number, and the letter of the alphabet under which the main card is filed. The shelf list is kept in numerical order according to the type of material.

Analytics are used for filmstrip series and records. Sign out cards for equipment are kept on a bulletin board in pockets. They are signed and left at the charging desk. If a pocket can't be put on materials, cards are kept in order at the charging desk and signed there. The call numbers are put on filmstrip containers with an electric stylus, and stored in storage conatiners on shelves. Records are put in plastic jackets with a pocket on it, and shelved with other materials.

Trenholme, A. K. "The Procedure in Portland," Educational Screen and AV Guide, XLVIII, No. 6 (June 1969), 14, 29.

(102) Selection procedures and policies, processing procedures services offered, and other activities of the Portland educational media program are described and assessed. Evaluation procedures are as follows: (1) radio and television programs are well-planned, then evaluated under an organized and flexible system, (2) for textbook selection, the Portland school system follows state laws. It allows the public to see prospective texts and its deliberations in choosing textbooks are also made public, (3) it has a written selection policy which provides for supervisors, media specialists, and teachers singly or together selecting library materials. Student reactions are solicited, and an evaluation file is maintained. To prevent criticism, it depends on professionals' responsibility and a need for the material, (4) the selection policy is not as well defined for audiovisual materials and the school system still needs a written policy.

A balanced collection is maintained by giving building media specialists and supervisors final responsibility for selection. The media centers have tried evening hours in the high schools. Elementary school media centers are always open, but groups still come. Since media and study facilities were increased in specialized resource centers, student use has risen. The lending of audiovisual materials has not yet been smoothed out. The district center has less-used films, runs television and radio programs, and makes deliveries weekly to the high schools, and bi-weekly to elementary schools. Books, journals and audiovisual media are classified by the abridged Dewey and are in unified catalogs in the building centers. The district centers are on a modified Sears plan using subject, title, and a printed catalog. The district center: (1) orders all requested materials, (2) provides monthly accounting of the school library budget, (3) catalogs and processes all

media, (4) maintains a union shelf list for print and non-print media indicating which schools purchased media, (5) revises the periodicals list for IBM processing and processes orders, (6) edits and publishes elementary and secondary buying lists, (7) provides catalog services for resource centers, (8) handles correspondence with publishers regarding schools' complaints.

Turk, Beatrice. "Blueprint for Media Centers," Catholic School Journal, LXX, No. 2 (February 1970), 10.

(103) The author suggests some simple guidelines for organizing a media center.

1. Establish a print and non-print selection policy defining general criteria for selection of materials and including gifts, duplicates, etc. Define criteria for a reference collection, and determine a basic collection defining subject areas to be covered. Identify bibliographic tools.
2. Develop a staff manual and an audiovisual manual. Include basic library information such as arrangement, ordering, processing. Promote the media center concept.
3. Hold workshops for teachers, librarians, and paraprofessional with follow-up visits of librarians.
4. Weed books and audiovisual media of outdated materials. Central cataloging and a union catalog can aid in weeding.
5. Central ordering will help reduce costs.

U. S. Business and Defense Services Administration. Audiovisual Equipment and Materials, a Guide to Sources of Information and Market Trends. 1969.

(104) As indicated in the title, this is a group of bibliographies on audiovisual materials and equipment that is of great value to media specialists. It has an annotated bibliography on studies on audiovisual spending and marketing outlooks. There is an annotated bibliography of periodicals that deal with the audiovisual field. This is followed by a directory of educational, professional, and scientific organizations serving audiovisual interests. Audiovisual contacts in the federal government are also named, and a list of special information services in the audiovisual field is included. For each, the name, address, and an annotation on the material covered is given. Three of the listings are given, in part, here.

Periodicals

AV Communication Review. Dept. of Audiovisual Instruction,

N. E. A., 1201 16th St. N. W., Washington, D. C. 20036
Communication, technology, and teaching-learning process; sections on book reviews, programmed instruction, research and international audiovisual communication.

American School and University. Buttenheim Publishing Corp., 757 3d Ave., New York, N. Y. 10017
Regularly has articles on audiovisual field.

Audio-visual Communications. United Business Publications, 200 Madison Ave., New York, N. Y. 10016
Edited for management executives in business, industry, government, scientific and university centers - for those who use audiovisual; features, ideas, and case histories plus semi-technical how-to information on film and other visual material preparation.

Audiovisual Instruction. Dept. of Audiovisual Instruction, N. E. A, 1201 16th St. N. W., Washington, D. C. 20036
To promote better use of audiovisual materials in schools.

Business Screen. Business Screen Magazine, Inc., 402 West Liberty Dr., Wheaton, Ill., 60187
Information on hardware; information on trade, professional, educational, and scientific organizations serving the audiovisual industry and audiovisual programs of the government.

Education Age. 3M Education Press, Visual Products Div., 3M Cl., 3M Center, St. Paul, Minn. 55101
Articles for teachers, school administrators, and parents.

Educational Screen and AV Guide. 434 S. Wabash Ave., Chicago, Ill.. 60605
Reviews films, filmstrips, audiovisuals in religion, industry, new publications.

Educational Technology. Educational News Service, P. O. Box 508, Saddle Brook, N. J. 07662
Technological developments as they apply to educational systems such as computers and education; section on new equipment and materials.

Educator's Guide to Free Films. Educator's Progress Service, Randolph, Wis. 53956
Guide lists over 4,700 titles, including descriptions, running times, and names of distributing organizations.

Educator's Guide to Media and Methods. Media and Methods Institute, Inc., a Div. of North American Publishing Company, 134 N. 13th St., Philadelphia, Pa. 19107
Multi-media educational journal for teachers, librarians, administrators; to encourage more effective teaching through effective materials; presents a review of hardware and software of interest to educators.

Film News. FN International, Inc., 250 West 57th St., New York, N. Y. 10019
Reviews 16mm motion pictures and filmstrips; departments on film and press equipment, new listings, and audiovisuals in public libraries.

Industrial Photography. United Business Publications, 200 Madison Ave., New York, N. Y. 10016
Applications and techniques in industry, business, science, government, etc.

The Instructor. F. A. Owen Publishing Co., Instructor Park, Dansville, N. Y. 14437

Journal of the SMPTE. Society of Motion Picture and Television Engineers, 9 East 41st St., New York, N. Y. 10017
Articles of interest to members of the Society.

Modern Photography. Billboard Publishing Co., 165 West 46th st., New York, N. Y. 10036
Statistics on shipments, products, exports, consumer markets and audiovisual industry.

The News Letter. College of Education, The Ohio State University, Columbus, Ohio. 43210
Discussions of educational films, new educational innovations.

Photo Dealer. Gellert Publishing Corp., 33 West 60th St., New York, N. Y. 10023
Merchandising, new products, industry.

Photo Methods for Industry. Gellert Publishing Corp., 33 West 60th St., New York, N. Y. 10023
Photography, motion pictures, photo instrumentation, audiovisual aids, graphic arts production; lists sources of supplies and equipment.

School Management. The Management Publishing Group, 22 West Putnam Ave., Greenwich, Conn. 06830
Information useful in administration; subjects from construction and curriculum to current interests.

School Product News. Industrial Publishing Co., 614 Superior Ave., West Cleveland, Ohio. 44113
News about films, records, and a wide ranged of various products used in schools and colleges; information on purchasing.

Sightlines. Educational Film Library Association, Inc., 250 West 57th St., New York, N. Y. 10019
Reviews films, filmstrips, and publications and lists current films release dealing with education, business and industry.

Training in Business and Industry. Gellert Publishing Corp., 33 West 60th St., New York, N. Y. 10023

Associations

American Association of Industrial Management. 7425 Old York Road, Mellrose Park, Pa. 19126

American Dental Association. Bureau of Audiovisual Service, 211 East Chicago Ave., Chicago, Ill. 60611

American Library Association. 50 East Huron St., Chicago, Ill. 60611

American Management Association. Director, Films and TV, 135 West 50th St., New York, N. Y. 10020

American Medical Association. Dept of Medical Motion Pictures and Television, 535 N. Dearborn St., Chicago, Ill. 60610

American Society for Training and Development. P. O. Box 5307, Madison, Wis. 53705

Association of Cinema Laboratories. 1925 K St. N. W., Washington, D. C. 20006

Association of National Advertisers. Audiovisual Service Committee, 155 East 44th St., New York, N. Y. 10017

Association of Reproduction Materials Manufacturers. 1925 K St. N. W., Washington, D. C. 20006

Department of Audiovisual Instruction. National Education Association, 1201 16th St. N. W., Washington, D. C. 20036

Educational Film Library Association. 250 West 57th St., New York, N. Y. 10019

Educational Media Council, Inc. 1346 Connecticut Ave., N. W., Washington, D. C. 20036

Electronic Industries Association. 2001 Eye St. N. W., Washington, D. C. 20006

Industrial Audio-visual Association. P. O. Box 656, Old P. O. Annex, Chicago, Ill. 60690

Information Film Producers Association. P. O. Box 1395, Thousand Oaks, Calif. 91360

Motion Picture Association of America. Teaching Film Custodian, 522 Fifth Ave., New York, N. Y. 10036

National Association of Manufacturers. Public Relations Div., 277 Park Ave., New York, N. Y. 10017

National Association of Photographic Manufacturers. 10 Rockefeller Plaza, New York, N. Y. 10020

National Audio-visual Association. 3150 Spring St., Fairfax, Va. 22030

National Committee on Films for Safety. 425 N. Michigan Ave., Chicago, Ill. 60611

National Retail Merchants Association. Personnel Group, 100 West 21st St., New York, N. Y. 10001

National Visual Presentation Association. 663 Fifth Ave., New York, N. Y. 10002

Sales and Marketing Executives, International. 630 3d Ave., New York, N. Y. 10017

Society of Motion Picture and Television Engineers. 9 East 41st St., New York, N. Y. 10017

University Film Association. Dept. of Speech and Dramatic Arts, University of Iowa, Iowa City, Iowa. 52240

University Film Foundation. O. S. Knudsen, President, Film Production Unit, Alice Norton House, Iowa State University, Ames, Iowa. 50010

Government publication

Directory of Key Government Personnel in Radio, Television, Motion Pictures, Photography, Exhibits, Sound Recordings and Graphic Arts. General Services Administration, National Archives and Records Service, Washington, D. C. 20408

Special information services

Education Resources Information Center (ERIC) Clearinghouse on Educational Media and Technology, Institute for Communication Research, Stanford University, Palo Alto, Calif. 94305

Educational Products Information Exchange Institute (EPIE) 527 Lexington Ave., New York, N. Y. 10017

National Information Center for Educational Media (NICEM) University of Southern California, University Park, Los Angeles, Calif. 90007

The Network for Continuing Medical Education. 342 Madison Ave., New York, N. Y. 10017

U. S. Office of Education. U. S. Government Films for Public Educational Use - 1963. 1964.

(105) A useful catalog of films and filmstrips put out or made available by the government. Cards are available from LC for all titles. The format of the entries is that of the LC card. The source, how it may be acquired, and a summary is given for each. It has a subject index.

U. S. Public Health Service. Training Methodology; an Annotated Bibliography. 1969.

(106) This is a supplementary bibliography that is not vital, but if available, portions of it can be beneficial to the media specialist. It is an annotated bibliography in four parts: (1) Background theory and research, (2) Planning and administration, (3) Instructional methods and techniques, (4) Audiovisual theory, aids and equipment. It was prepared by the Public Health Service to provide information on educational processes, theory, methods, and materials. Its value is greatest to educators and administrators, but certain sections contain information pertinent to the media specialist such as evaluation, sources for programmed materials, guides and sources, use and selection of various media, and learning resource centers.

U. S. National Archives and Records Service. U. S. Government Films; a Catalog of Motion Pictures and Filmstrips for Sale

(107) by the National Audiovisual Center. 1969.

This catalog is useful for those wishing to purchase filmstrips and films. They are listed by subject area and subject subdivisions, and then alphabetically by title. The entry has information on the length, sound, color, size, date, order number, price, and producer, followed by a summary. There is a title index.

U. S. Federal Advisory Council on Medical Training Aids. Film Reference Guide for Medicine and Allied Sciences. 1968.

(108) This guide is an annotated listing of films in medical and related sciences including topics such as accident prevention, allergy, biology, zoology, microbiology, environmental health, neurology, sex education, and respiratory system. The entries are under subject subdivisions and include title, author, physical description, type of media, annotation, distributor and/or sales number. Materials included are motion pictures, filmstrips, videotapes, slides, television film, and recordings. See references are used. It has a title index and distributor list.

U. S. Office of Education. Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities. 1966.

(109) Although this is not a specific guide, it gives an idea of how some media centers are operating and what their good and bad points are. It can serve as a guide to improving service in the local media center. Reports for each of the three schools show: (1) how it is used, (2) what services teachers like and what services are needed, (3) principals' reactions, (4) why kids like the media center, (5) amount of use by individuals, (6) media center facilities, (7) arrangement of the collection and how materials are selected, (8) specific media in the collection is often given.

The report summary revealed that in schools with very rigid policies, the IMC was not as well adopted. Most saw great potential in the media center, and they did like the availability of new materials. Some felt media suited the instructional program, but not always the special needs of the students. Students reacted favorably to the IMC, though no conclusion on improved achievement could be made. Most schools did not have enough in-service training. The IMC's were open before and after school hours, but students didn't come much during these "extra" hours. The appendix lists books that pupils in inner city schools liked to read.

U. S. Office of Education. Emphasis on Excellence in School Media Programs; Descriptive Case Studies, Special-purpose Grant Programs. 1969.

(110) Eight schools were involved in demonstration projects for media centers. Personnel and media were increased, facilities were improved, more equipment, and more cooperative involvment of teachers and specialists developed although not as extensively as was desired. The survey of the schools shows favorable reactions of all concerned; teacher interest and use of the media center increased and the collections strengthened. Teachers liked the idea that more materials were suited to their students and seemed to increase their achievement, and aided individualization of instruction. Yet, media centers proved to be too small and were therefore too noisy. School

policies often made it difficult to make good use of the center. Specialists weren't giving enough attention to users. In general, improvements are being made, but still have a long way to go. Specific comments, and evaluation points and results are given for each school. These could serve as a guide to evaluation of IMC's and provide comparison for progress of the local center.

Vogel, Carl W. "Prolegomenon to Study Carrel Planning," Educational Products Report, II, No. 2 (November 1968), 8-13.

(111) Study carrels, criteria for their use and selection, their costs, and administrative problems are discussed. The lack of acceptance of carrels results from the fear that machines will replace the teacher, and the fear of a loss of teacher-student feedback. Reports of other places that have had success with carrels may help change attitudes. A carrel that is a remote electronic station can help compensate for a lack of enough well-trained teachers and resources; one teacher can reach more students. If they are going to be used, one must consider the types and numbers needed, physical space, use of carrels by the existing staff and future staff, and training in their use. One must also consider how the use of carrels will affect existing programs and how they can be used. The number of carrels depends on: (1) the way in which the carrel will be used, (2) the level of the system, (3) number of potential users in the school, (4) the character of the institution. Electric carrels must be foolproof, so that students can't cause or receive injury, and it can't be easily vandalized. Avoid an institutional appearance. The carrel should adaptable and expandable for future use. Rows of carrels is not attractive, and noise and movement in the area should be minimized. Addition of carrels creates new administrative problems. Learning materials, consultants, librarians, media specialists, programming specialists, and monitors are needed. Also needed is a centralized department for maintenance and operation of the carrels. The amount of reorganization and training is related to size of the school, the size and complexity of the carrel system.

Initial costs will include software, hardware, the cost of wages for installation or local building men, lease or purchase costs, and cost of training staff and students. In addition, there will be maintenance costs for actual repairs, maintenance, wages for repairmen, and time it takes to repair the carrels. The more complex a system is, the more costly will be the operating costs. An undependable carrel is very costly. Some of the costs of the carrels will replace those of other systems replaced. Cost will be affected by the size of the carrels and floor space covered, how adjustable it is. In addition, will be things like television cable and air conditioning, and if it is controlled by computer, it will be still more.

Vogler, John C. "A Notched Card System for A/V Libraries," Audio-visual Instruction, XIV, No. 7 (September 1969), 59-60.

(112) The article describes a notched card system used for requisitioning, scheduling, dispatching and usage analysis of materials. The center uses three-part Keysort Requisition Set forms. The name of the school can be imprinted with an addressograph plate, but the card is notched for each school and the appropriate forms go to each school. At the school, the audiovisual catalog number, date desired, the requisitioning teacher and the title of the media written in. The type of material, area of usage, and latitude is indicated. One copy is kept by the school. Requisitions received at the main library are notched for catalog number, type of material and subject, and then are sorted. If the material can't be sent on the requested date, or if it can be sent on another, this is indicated. Confirmation or non-delivery notices are returned to the school. On the day the media is to go, the cards for that day are pulled and given to the shipping department for delivery. The card is then filed by delivery week. Incoming media is matched with the cards. Unmatched cards can be investigated to learn why the media has not been returned. The cards can be used in the annual usage report.

Whitenack, Carolyn I. "Technical Processing of Materials in the IMC," Drexel Library Quarterly, V, No. 3 (July 1969), 170-

(113) 173.

The article outlines the principles of processing materials and is followed by a bibliography of cataloging guides. The principles of processing materials are: (1) use the unity of materials approach - keep all materials in one center, (2) actual technical processing is to be done outside the library, (3) buy commercially cataloged materials - buying cards is cheaper than professional time, (4) maintain complete inventory of all learning materials in the school and make the location known to all - allow materials to be located where they are most used, (5) cooperate in national and regional planning and programs for information storage and retrieval.

Aids for organizing non-print media:

1. ALA Anglo-American Cataloging Rules: North American Text. Chicago: A. L. A., 1967.

2. California State Department of Education. Guidelines to Audiovisual Cataloging by Means of Data Processing. Sacramento, Calif.: State Dept. of Education, 1966.

3. Field, F. Bernice. New Cataloging Code: the General Principles and the Major Changes. Reprint of Library Resources and Technical Services, fall, 1964. Chicago: A. L. A., 1967.

4. Hicks, Warren B. et al. The Organization of Non-book

Materials in School Libraries. Sacramento, Calif.: State Dept. of Education, Bureau of Audio-Visual and School Library Education, 1967.

5. Hopkinson, Shirley L. The Descriptive Cataloging of Library Materials. 3d ed. rev. & enl. San Jose, Calif.: Claremont House, 1968.

6. McMurray, Glenn D. Producer's In-put Guide. Report of the Southern California Automated Cataloging Project Conducted under Contract #OC-4-16-131. NDEA Title III and VII for the U. S. Office of Education.

7. National Education Association. Standards for Cataloging, Coding, and Scheduling Educational Media. Washington, D. C., National Education Association, 1968.

8. Westby, Barbara. Sears' List of Subject Headings. 9th ed. New York: Wilson, 1966.

9. Westhius, Judith L. and De Young, Julia M. Cataloging Manual for Non-book Materials in Learning Centers and School Libraries. Michigan Association of School Libraries, 1966.

10. U. S. Library of Congress. Rules for Descriptive Cataloging in the Library of Congress - Motion Pictures and Filmstrips. Washington, D. C.: Library of Congress, 1963.

11. _____. Subject Headings Used in Dictionary Catalogs of the Library of Congress. 7th ed. Washington, D. C.: Library of Congress, 1966.

Woods, William E. Library Technology Materials: a Bibliography. Chicago City College, Ill., Kennedy-King College, 1969.
(114) This bibliography of 184 items is good for a general backgroud of information on libraries and instructional media centers and their administration.

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